

**Roger Williams University
School of Architecture, Art and Historic Preservation**

**Architecture Program Report for 2017 NAAB Visit for
Continuing Accreditation**

Degree Title pre-professional + Master of Architecture 181 credits

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Section 1. Program Description

I.1.1 History and Mission

History of the University

Roger Williams University is an independent, co-educational institution accredited by the New England Association of Schools and Colleges (NEASC), offering undergraduate, graduate, continuing studies and law programs to 6500 students. The faculty and coursework reflect a combination of elements of a liberal arts college with a variety of professional and graduate programs normally found in larger institutions. The university is composed of the following academic units:

- Feinstein College of Arts and Sciences—composed of two schools
 - School of Humanities, Arts and Education
 - School of Natural and Social Sciences
- School of Architecture, Art and Historic Preservation
- Mario J. Gabelli School of Business
- School of Engineering, Computing and Construction Management
- School of Justice Studies
- School of Continuing Studies
- School of Law

Since 2011, the institution has evolved into its vision as a private university with a public purpose, seeking to strengthen society through engaged teaching and learning. It undertakes partnerships that help address problems that matter most to local communities while maintaining an average class size of 15:1. A commitment to student affordability has been demonstrated by a tuition freeze from 2012-2017, with additional guarantees that students pay tuition at the level at which they entered. Every RWU student makes an impact on society through a balance of academic, work and service opportunities on campus and in study abroad programs, in partnership with communities, and in professional offices. The university increasingly builds on the legacy of Roger Williams (1604-1684), founder of the State of Rhode Island and Providence Plantations, and the first person in colonial America to argue for religious freedom, separation of church and state, and for understanding of native cultures.

The university began as Northeastern University's Providence, RI extension with a School of Commerce and Finance (1919) and a School of Law (1920) followed by the creation of the Providence Technical Institute (1938). In 1940, the Institute separated from Northeastern, and in 1956 became Roger Williams Junior College, the first two-year institution in the state. Through the 1960's, Roger Williams Junior College grew to become Roger Williams College, a four-year institution, and in the late 1960's eighty acres of waterfront land was acquired in Bristol for a new campus enrolling 1,500 students. The College was accredited as a four-year institution in 1972.

In the mid-1980's, Roger Williams College began an academic advance. A new professional degree program in Architecture was accredited by the National Architectural Accrediting Board (NAAB) in 1985, with an NEA-sponsored competition for new facilities held in 1985 won by Kite Palmer Architects, Providence. The new Architecture building was completed in 1987, with a new Performing Arts Center and main library dedicated in 1991. Roger Williams' Bachelor of Architecture Program was the first US architecture program to be accredited in a small liberal arts college. Roger Williams achieved University status in 1992 with its first graduate program at the School of Law. Undergraduate programs were reorganized into a College of Arts and Sciences with professional schools of Architecture, Business, and Engineering; and University College for continuing education. In 1996, new residence halls designed by Cesar Pelli Associates opened. In 1997, the Feinstein College of Arts and Sciences was endowed, and a new School of Justice Studies launched. In 1998 the University initiated the Feinstein Service Learning requirement for all undergraduates, a new School of Justice Studies began offering graduate programs, and Roger Williams University established its first semester long study abroad program in Rome. Between 2000 and 2010, the university evolved a global presence with the establishment of the Spiegel Center for Global and International Programs and the establishment in Florence of a study abroad base at the Institute for Fine and Liberal Arts at Palazzo Rucellai, designed by Alberti. The main campus in Bristol

was evolved through a campus master plan process with substantial participation from Architecture faculty. New student residence halls and expansion of the University Recreation Center (2001-2003), and a two-phase expansion of the School of Architecture, Art and Historic Preservation (2003-2005) was completed. A University Commons and Global Heritage Hall to consolidate the University's international programs opened in 2009, both designed by Goody Clancy, Boston, along with a new student residence hall designed by Perkins + Will, Boston.

Since 2011, the University's increased attention to experiential learning has guided a series of developments. Affordable access to computing for students along with numerous collaborative spaces for interactive learning have been achieved through the rCloud and Samsung Partnership initiatives originated in the School of Architecture, Art and Historic Preservation in 2012/13. This soon led to the transformation of the University Library as a hub for interactive learning at the center of campus, followed by implementation in other schools. In 2016 a new university building in Providence at One Empire Plaza was opened to provide education and service opportunities for students and faculty in the state capital. In 2016 in Bristol, the Feinstein Center for Community Engagement, and Center for Career and Professional Development were enhanced further supporting community engagement and career development. The Feinstein College of Arts and Sciences was re-organized in 2017 into the School of Humanities, Arts and Education (SHAE); and the School of Natural and Social Sciences (SNS). The Visual Arts program was moved from the School of Architecture, Art and Historic Preservation to SHAE in this evolution.

History of the Architecture Program

Studies in Architecture began in 1976 in what was then the Division of Engineering Technology. The five-year Bachelor of Architecture program was offered for the first time in Fall 1982 and received initial NAAB accreditation in 1985 under the leadership of Raj Saksena, FAIA and a group of founding faculty members, many of whom are now emeritus faculty. The program was created to fulfill a need in the Northeast for undergraduate architecture professional degree opportunities. In 1984, Roger Williams College launched an NEA-supported design competition for a new Architecture building, which opened in 1987. The building has strongly contributed to the design and professional engagement culture of the program. The Architecture Division became the School of Architecture in 1990, offering five-year Bachelor of Architecture and four-year BS in Historic Preservation degrees. Study Abroad in Architecture began in 1990 to Greece and Turkey, followed by Prague/Brno/ Vienna in 1994/96/98/00/02; and England in conjunction with Historic Preservation 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 led to the 1999 reorganization into the School of Architecture, Art and Historic Preservation (SAAHP), with expanded undergraduate professional and liberal arts programs in Architecture (Bachelor of Architecture, B.S. in Architecture), Art (B.A.), Historic Preservation (B.S.), and Art and Architectural History (B.A.), and with some faculty participating in delivering the University's Core Curriculum. In 1999-2000, in concert with the nationwide review then underway of Architecture professional degree program structure and nomenclature emerging from the 1991 Five Presidents Accord and *The Boyer Report*, SAAHP began a process to revise the Bachelor of Architecture program to introduce greater curricular flexibility for students, and increased linkages simultaneously with the university, profession, and community. The potential values of transitioning to a B.S. + Master of Architecture degree were also considered. In June 2000, NAAB granted a full term of Accreditation to the Bachelor of Architecture program, and Candidacy to the B.S. + Master of Architecture dual degree program sequence being phased in. The new sequence was developed to better address several key factors—increase elective options, curricular flexibility and greater depth of study within the program, achieve higher academic standards at the graduate level, improved career positioning for students, greater opportunities for faculty development, and support the institution's move to Master's level Carnegie classification.

The Architecture program achieved a Nomenclature Change in 2002, and admitted its last Bachelor of Architecture class in 2004. The establishment of the Master of Architecture transformed the School in terms of student academic opportunities and expectations, facilities, faculty composition and development. From 2002-2005, Architecture continued to evolve to respond to local and global conditions through increased community engagement in design studios, and the establishment of a base for semester-long Study Abroad in Florence. Graduate Assistantships were created for up to 20 entering students per

year. Architecture facilities expansion in 2003-2005 provided additional studio, lab, drawing, computer and DM lab, faculty offices, exhibition and lecture hall supporting graduate instruction, and several new faculty positions were created. Establishment of project-based Center for Macro Projects and Diplomacy (2003-) provided 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, SAAHP established a Planning + Assessment Framework inclusive of twice yearly, two-day planning and assessment retreats alternately addressing curriculum outcomes in a "Walkabout" review of student performance, followed by a daylong engagement of strategic initiatives. An accompanying online internal website includes a faculty handbook, and mapping of structure, processes and outcomes inclusive of all committees and activities. In 2007/08, SAAHP established a Teaching Firm in Residence program unique in the country, where each semester distinguished architecture firms come to teach graduate design studios, offer a lecture and/or exhibition in the School's Events Series, and invariably hiring some of our students and graduates following. The program celebrates professional excellence among leading practitioners in the Northeast, with periodic inclusion of European and South American firms. There is visible collaboration among firm members in teaching, student engagement of firm culture and along awareness of transitioning to the profession. The program has provided more diverse faculty composition than has otherwise been available, particularly with female and Hispanic faculty. Since the late 2000's as well, SAAHP also began engaging firms and faculty for periodic online seminars delivered from Washington DC, Amsterdam, Shanghai, and Charleston. Since 2007 RWU has hosted the American Institute of Architects, Rhode Island Chapter, in space donated by the university in its Providence site-- Roger Williams is one of three universities to host an AIA chapter, and is the only one in an urban location.

In 2008/09, the School began evolving the curricular developments in place currently, and at the same time outlined for a looked-for 3.5 year Master of Architecture sequence which, following 3 introductory courses, shares all Architecture coursework with the 4+2. Program Coordinator Edgar Adams led the curricular evolution featuring revision of the structures sequence, greater attention to sustainability in liberal arts requirements and architecture coursework, integrated practice, increased urban and community outreach. A feature of the program revisions was the evolution of the Comprehensive Project Design Studio led by then-Adjunct Faculty Roberto Viola Ochoa of Sasaki Associates, now Director of Advanced Studies.

Beginning in Fall 2010, study abroad opportunities for Master of Architecture students commenced in several major cities and university partners: in Buenos Aires (2011), Beijing at Tsinghua University (2012-), and Barcelona at the Barcelona Architecture Center (2015-). Concurrently with expanded global opportunities, in 2011 the School established the Community Partnerships Center (CPC), led by Arnold Robinson, AICP, who was a Visiting Professor at the time. The interdisciplinary program potentials were significant to the point that in 2012 the CPC was established as a university-wide initiative, with extensive participation maintained from Architecture and Historic Preservation studios and courses partnering with local and regional groups. Architecture students also participate in CPC efforts outside the classroom, supervised by an Architecture faculty member so that they may receive AXP licensing credits where appropriate.

Several efforts since 2012 have transformed the school's infrastructure. These have been guided by an ethos of serving all students while seeking to strengthen the profession, and have benefitted from strong leadership from Associate Dean Gregory Laramie, AIA. These include the introduction of cloud-based computing for all of our students, the creation of the Samsung Design Studio, and the establishment of the Career Investment Program (CIP). Cloud-based computing was introduced in response to concerns expressed by students in the Studio Culture Committee regarding student access to computing beginning in the late 2000's. We began searching for solutions that could provide access and high quality for all students, to remove competition for computer access in the labs. After consulting with architecture firms in the Northeast and other universities, where we found that others did not have an affordable solution themselves, in 2012/13 a successful cloud computing pilot for 25 students in two studios was undertaken. Full implementation was introduced in 2013/14 through wired access in studio to all 400+ students on their own laptops (as well as wireless access which also serves our students studying abroad), supported by each studio desk having a 27" monitor donated by Samsung Electronics America. Results include increased student presence in studio, increased ability to collaborate at each studio desk and on larger

interactive touch screens for reviews, increased quality of output, and general professionalism. The effort has been documented in [Samsung and Nvidia Case Study](#) publications and featured in a [Samsung-produced video](#).

The [SAAHP Career Investment Program](#) was created in response to the post-2008 economic environment utilizing university, government, and donor funds to invest in student internship placements for a start-up period of 8 weeks for undergraduates, 5 for graduate students. All Architecture students are supported in paid placements either on campus with faculty, the school or the Community Partnerships Center, or externally with firms and organizations. Local, national and global placement opportunities are worked out with students and firms through standard agreements managed by SAAHP. From 2012 to date over \$1.2 million in 400+ placements has been provided. The program was featured nationally in the first ACSA Webinar [“Study Work Study”](#) in January 2016.

Finally, the School is undergoing of a generational change. Many of our program’s founding faculty have retired, and new faculty have joined the school over the past decade. Seven new tenure-track faculty have joined since the last NAAB Visit, bringing strengths in design, media and representation, sustainability, landscape architecture, construction technologies, history/theory, planning and community engagement, along with greater diversity. In 2012 the School also established the SAAHP Women’s Leadership Network (WLN), with support of the President’s Inclusive Excellence Fund. AIAS as well has developed a Student Mentor program since 2012 with two sophomore or junior year mentors per freshman studio, developing continuities between year levels for the overall development of the program. The school has also piloted introducing the 3.5-year Master of Architecture sequence to a small group of students.

Benefit to the Institution from the Program

The Architecture studio is a model of experiential learning. Undergraduate and graduate Architecture students provide examples of project-based achievement and community and professional engagement that is widely recognized within the university. Architecture faculty are among the most productive at the university in their professional and scholarly activities. Architecture is leading the development of graduate education at the university in quality and numbers. Architecture student leadership is significant and recognized on campus, with the AIAS Chapter winning the 2014/15 RWU Student Clubs and Organizations Leadership Award, and consistently maintaining its standing as the second largest club on campus (after the Campus Entertainment Network). AIAS received university recognition for its AIAS Freedom By Design initiatives in Bristol and Newport, as well as national AIAS and other donor support. Many curricular and administrative initiatives from SAAHP have been catalysts university-wide, particularly since the 2012 NAAB Visit. The Community Partnerships Center (CPC) founded in SAAHP in 2011 has migrated and expanded to be a university-wide project-based learning endeavor where multiple disciplines partner with external groups. The CPC is described now as a signature element of a Roger Williams education. Cloud based computing and interactive media for collaborative learning was conceived, piloted and established first in Architecture, with lessons learned guiding further university implementation. The Career Investment Program begun in 2012 in SAAHP is a notable achievement for the university’s focus on career development. Architecture is the university leader in Study Abroad participation annually, adding another site in 2015 in Barcelona. Architecture undertakes many collaborative teaching efforts in multi-section studios and courses both at the Core and Graduate levels, and in team teaching between Architecture and Construction Management. These advance achievement of both common objectives and variations in teaching excellence, in concert with university goals. The engagement of numerous adjunct practitioner faculty and the ongoing vitality of the Teaching Firm in Residence program contribute to RWU’s vision of engagement.

Benefits derived by the Program from the institutional setting

Roger Williams University is a teaching institution, with a primary focus on teaching excellence achieved through close interactions between students and faculty, and with external experiences and partners. Architecture benefits from the university culture of all courses being taught by faculty, with no teaching assistants, and university teaching load standards that support Architecture faculty’s high productivity, and with it, enrichment of teaching. The quality of university facilities for instruction is outstanding for interactive learning, collaboration and teamwork. This commitment contributed to the creation of the Samsung Design Studio and the development of cloud-based computing. Since 2011 as well, there is a vision of affordable excellence and engagement projected from the Office of the President, which has provided a

strengthening ethos to our school's internal effort to increase access and quality of studio culture and academic achievement. This vision led to breakthroughs in the establishment of the Community Partnerships Center, which became a university-wide entity in 2012 after its founding in SAAHP. Architecture benefits from participating in a university-wide service program, the Feinstein Community Connections Program for all entering undergraduates, which instills a strong sense of service that helps inspire our internal efforts with AIAS students and others. Architecture immediately is benefitting from the Summer 2017 hiring of the university's first Chief Diversity Officer, who has worked with us on evolving our Diversity Plan in concert with university efforts.

How the Program's course of study encourages the holistic development of young professionals through the integrated study of the liberal arts and the discipline of architecture

Studies in Architecture at Roger Williams begin and conclude with coursework balancing and integrating liberal arts and professional perspectives in Arch 101 Foundations of Architecture for undergraduates, Arch 501 Principles of Architecture for incoming 3.5 year Master of Architecture students; through to Arch 641 Graduate Thesis Research Seminar and Arch 613 Graduate Thesis Design Studio required for all Master of Architecture graduates. These courses are framed and taught together at beginning and final year levels by faculty collaborators (who are often the same people teaching at both ends of the program) whose varied perspectives offer a basis for university education and professional training informing one another. As a result, Thesis projects are most often projections of each student's perspective on human, social and environmental values developed throughout the program, and achieved in these final semester architecture projects. Further examples of support for holistic development include RWU's Studio Culture Policy which celebrates the pursuit of a variety of design approaches, based on critical thinking and individual development that are basic to the humanist tradition. AIAS as a group continues to mature and be a major factor in the development of individual students and the community of the school. Since the last visit we have furthered these efforts by adjusting our freshman course load to four courses from five, primarily to allow students to think more holistically and in depth in two Architecture courses and two university courses in their first semesters. At the same time, the normal graduate courses load of four courses per semester has been confirmed. RWU's long standing undergraduate requirement to complete a 5 to 6 course Core Concentration or Minor in a second area of study—balancing and valuing multiple academic endeavors—remains, and since 2015 it has been complemented by our introduction of Graduate Certificate options in Historic Preservation, and in Urban and Regional Planning, as a second area of study for Master of Architecture students. Study Abroad as a holistic experience continues, with our Florence undergraduate base and Beijing graduate opportunities enhanced by our participation since 2015 in Barcelona for both undergraduate and graduate students. In each of these locations, student course loads balance architecture, liberal arts, and cultural coursework for holistic student experiences.

I.1.2 Learning Culture

A description and assessment of the learning culture within the program

The School of Architecture, Art and Historic Preservation (SAAHP) provides an inclusive and challenging learning community for faculty, students and many external partners, who work together in a spirit of mentorship and collegiality. Our interdisciplinary organization has been in place since 1999 among the School's programs in Architecture (350 Undergraduate majors, 90+ Graduate students), Art and Architectural History (10 Undergraduate majors, 85 Core Concentrators and Minors), Historic Preservation (15 Undergraduate majors, 15 Graduate students). Many of our faculty have multidisciplinary credentials and teach students who pursue majors in Architecture while also pursuing required second areas of study in either 5-course Core Concentrations or 6-course Minors in liberal arts and selected professional and interdisciplinary areas including Sustainability Studies (2013/14) and Urban Studies (2015/16). Since 2016 we have also extended the opportunity to develop depth in a second area of study to Master of Architecture students, who can now complete Graduate Certificates in either Historic Preservation or Urban and Regional Planning as part of their studies.

There is a culture of access and integration in the school--of practice(s) with coursework and internships, lectures and seminars with studio and field courses, connection to local and global communities, and mentorship and collegiality between people of different experience levels and backgrounds. Access and integration has been most transformed since 2012 through the establishment of the Samsung Design Studio and the Career Investment Program. The Samsung Design Studio provided a 27" Samsung

monitor at each studio desk and free access to software on a cloud server, enabling the integration of knowledge and collaboration in the studio not possible prior, in an environment where students have access to high-quality, affordable resources without competition. The Career Investment Program provides paid internships for undergraduate (at least once) and graduate (each year) on- or off-campus with faculty, firms and organizations. This has transformed our students' access to the profession, and increased students' professionalism and confidence after their experiences, who usually now achieve multiple internships prior to graduation. We continue to welcome between 150-200 visiting critics and lecturers per year to studios and courses, and our Teaching Firm in Residence program is now in its 10th year, where two firms per semester teach graduate studios. We continue to engage the region for many studio and field experiences, which has been furthered since the last visit through the Community Partnerships Center (CPC) becoming a university-wide, interdisciplinary point of engagement with external partners, and has created Fellows opportunities for faculty and students. Architecture and Historic Preservation programs are leading participants. We have extended our global and inter-university reach beyond our previous Florence undergraduate base (which now hosts University of Maryland as well), and graduate opportunity at Tsinghua University in Beijing by establishing another study abroad base for Architecture undergraduate and graduate Architecture students, in Barcelona since 2015 at the Barcelona Architecture Center, which also hosts Clemson and Texas A&M students, and students from 10 Japanese universities. The AIAS Student Mentor program provides a significant presence for first year students, and also among the upperclassmen and graduate students who are involved.

Innovation among faculty and students continues to be a strong part of our culture, through topical studios, courses and special topics offerings that enabling both faculty growth and student exposure to developing thought. Faculty are supported in teaching loads that most often feature a balance of required and elective coursework. Full time faculty are active in practice and scholarship, and our commitment to bringing high quality Teaching Firms and adjunct faculty adds additional practice and teaching experience to the school. Faculty innovation and reflection has been advanced through Provost Andy Workman's establishment of Faculty Learning Communities (FLC) since 2014/15, and the 2015/16 establishment of a university-wide Center for Teaching and Learning. Students are active in on-campus scholarly events such as the Honors Program, Student Academic Showcase (new since the previous visit) and extensive support from the school for trips, resources needs, and support for presentations at conferences such as the Alpha Chi National Honorary, and regularly at the Environmental Design Research Association (EDRA) over many years. Our Honors and Awards program now includes endowed scholarships for excellence (Paul Arris), study abroad (Shapiro), creativity (Kaestle Boos Associates), and sustainable design and housing (Raj Saksena), and are furthered through ongoing collaboration with AIA Rhode Island Scholarship program where 2-5 students per year are recognized by the profession, and by the 2015 establishment of the Tremco Sustainable Practices Prize.

Our learning culture has been advanced since the last visit among students by a vital Studio Culture Committee, the emergence of strong mentoring development in the Studio Mentor Program and a strong AIAS presence in the school. Among students and faculty, breakthroughs in studio technology has increased quality and advanced our culture. The 2015/16- implementation of Knowledge Forums was intended to create venues where we all could engage in discussions toward advancing our learning culture in discussions on topics broad importance to our school, with colleagues at other schools and practices, and among our evolving faculty group. We are in a position with some changes in overall organization to evolve our school's culture further, through the 2017 relocation of Visual Arts Studies to another school, and through our strategic 2017-2027 Ten Year Forecast and 2017-2022 Diversity Plan processes.

Studio Culture Policy

The [Studio Culture Policy](#) advances the intellectual, social, and physical environment of the studio and Architecture program, and is embedded in the culture of the school. The policy has remained relatively consistent since the last visit, and is posted in 8 locations in the building annually—3 in the undergraduate studio, 2 in the graduate studio, 1 each in of the two faculty office areas, and in the Computer Lab. Studio Culture Policy booklets also available at the entrance to the building.

Purposes and Achievements

The Study Culture Committee plays a significant role in the program. Results of the Spring 2012 Studio Culture Survey led to the formulation and development of cloud-based computing, rCloud, for all

Architecture students, beginning in 2012/13. This ultimately led to the introduction of cloud computing university-wide beginning in 2014/15. Concerns expressed by students for the prior situation of 400 Architecture students trying to share 58 lab computers led to our seeking a solution increasing computing access to all students in the studio and remotely via wifi, with all software provided by the school, and 27" monitors installed at each studio desk through a gift from Samsung Electronics America. Following the full implementation of rCloud and the reality that computing now happens throughout the design studio, the 2015/16 Studio Culture survey addressed the possibility of replacing studio desks with lower tables, or installing studio desk- height chairs with padded backs. 85% of students sought adjustable padded chairs with backs, which led to the phased-in purchase of these chairs to replace stools (300 purchased in Fall 2016 and 2017, final phase in Fall 2018),

Issues that come up for discussion most often involve computer printing and plotting (timely access to ink, supplies), the noise level among incoming freshmen in the open studio, and periodic theft of student supplies in the studio. Acclimating the incoming class to the studio culture is something the 2nd through 6th year students work on with the freshmen. A student mentoring program for incoming students begun in 2010 is well developed now, and completely managed among student leaders, with 2 mentors per studio section/16 overall in the freshman class. Mentors are selected from 20-30 applicants

Studio Culture Policy Committee and Review

The Studio Culture Policy Committee is co-chaired by the AIAS Vice-President and the Associate Dean, and meets as a committee 2 times per semester. The committee is composed of 6 faculty and 10 students, and includes participation from the RWU Center for Student Academic Success (CSAS) on issues of time management, anxiety and stress. The committee reviews the Studio Culture Policy annually through an online phone survey of students with questions regarding the policy. The most recent [Studio Culture Policy Survey](#) was completed in April 2017, with adjustments are made after reviewing the most recent survey. Most of the Studio Culture Committee time is involved reviewing issues that come up in the course of each semester.

I.1.3 Social Equity

A description of institutional initiatives for diversity and inclusion and how the program is engaged in or benefits from these initiatives

Roger Williams University has engaged diversity, civil discourse, and inclusive excellence policies beginning in a concerted way since the early 2000's in the framing of the 2020 Strategic Plan. This included development of university and school-based Inclusive Excellence Policies. In 2015, President Donald Farish launched the [RWU Vision Project](#) as a catalyst where core values and purpose guiding the university mission were explored and affirmed in many conversations among school based faculty-administrative groups (including SAAHP), students, trustees and advisory participants. 4 of 8 elements of the University Mission engage diversity and inclusion in community engagement, diversity of students and faculty, welcoming expressions of identity and diversity, and sustainability. In Summer 2017, the university hired its first Chief Diversity Officer, Ame Lambert. Lambert is leading a yearlong process beginning in July 2017 beginning with the School of Architecture, Art and Historic Preservation, where our 2011/2017 SAAHP Diversity Plan is folded into a university-wide framework and serves as a pilot for the university's work over the coming year. Additionally, the School of Architecture, Art and Historic Preservation still maintains and updates our school-based [2017-2022 SAAHP Inclusive Excellence Policy](#). The university also sponsors theme-based efforts across the institution, focusing in 2016/17 on Refugees (where our school's International Fellows Program offered a related course), and 2017 on Race, Gender and Power. RWU is one of 60 US institutions working with the International Institute of Education (IIE), hosting Syrian refugee students in Architecture and Law with full scholarships in Fall 2017.

A description of plans to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution

Architecture programs continue to be more diverse among faculty, staff and students than the institution in all areas except gender (see pages 23-24 for more detail), and are making ongoing progress at the undergraduate and graduate levels. Building on our successful efforts among faculty and staff since the last visit where we have increased our diversity in terms of gender and race and/or ethnicity in eight total faculty searches, we are working with Academic Affairs and Human Resources and our Chief Diversity

Officer to continue to increase our diversity. Four faculty and staff searches are underway in 2017/18, and several others upcoming in years ahead. Our Teaching Firm in Residence program, as intended, has brought more diversity in gender and race and/or ethnicity over its 10 years, and will continue. Adjunct Faculty recruitment is another area where a higher percentage of gender and racial diversity is achieved, and where annual recruitment efforts are possible. The activities of our Knowledge Forums and the Women's Leadership Network (WLN) are elements a strategy of attracting more diverse people to our school in future enrollment and hiring.

IPEDS reports from 2011-2016 demonstrate that Architecture improved in most areas regarding Gender, and Race and/or Ethnicity, both within the program and as compared to the institution. (see pages 23-24 for more detail). Diversity initiatives are underway in pre-college, undergraduate and graduate, and transfer student recruitment efforts. Our pre-college Summer Academy in Architecture for HS students continues with three diversity scholarships supporting tuition room and board, and efforts to expand the program are in place for Summer 2018 onward. For undergraduate and graduates, international recruitment sites have been identified collaboratively with the Office of Enrollment Management in Guatemala, Colombia, Turkey, India, Singapore, Kuala Lumpur and China. We are collaborating with the International Institute of Education to host up to two Syrian refugee students annually with full tuition scholarships. For transfer students, Architecture has developed RWU's only program-based articulation agreements with community colleges including Anna Arundel Community College (MD), Hudson Valley Community College (NY), Three Rivers Community College (CT), New Hampshire Technical University (NH), Bristol Community College (MA) and Community College of Rhode Island (RI) streamlining transitions to the pre-professional programs. Agreements with Miami Dade College (FL), and Bergen County CC (NJ) are under development. Building pathways with community colleges has created greater diversity among students over many years, and we have participated in the ACSA's collaborations with the Coalition of Community College Architecture Programs (CCCAP) since 2014. For Fall 2018, RWU is developing an affordable 2 year program linkage between the School of Continuing Studies and Architecture, which provides affordability for a much more diverse student base not possible in previous efforts. Students will complete two years in Providence at much lower tuition rates and complete summer studios, and then transition to the Bristol campus in the 3rd year to complete the BS in Architecture program.

A description of the process by which these plans are developed and the individuals involved

Faculty and Staff recruitment is developed annually through the SAAHP Planning Council composed of program directors in Architecture (Beginning Studies, Advanced Studies), Art and Architectural History, Historic Preservation, the SAAHP Dean and Associate Dean. The council works in conjunction with the Office of Academic Affairs and Human Resources, and since Summer 2017 with the Chief Diversity Officer in developing faculty search processes and outreach. Student recruitment planning is undertaken between the Office of Enrollment Management, SAAHP Dean and Associate Dean, and Office of Financial Aid. AIAS student leaders are significantly involved in Open House and Accepted Students Day activities and planning, with between 20-30 current students participating at each event. Diversity Architecture majors are part of the Admissions ambassador program, meeting with and providing tours for prospective students. Undergraduate enrollment opportunities are also developed in conjunction with the Rhode Island's ACE Mentor Program (Architecture, Construction, Engineering) which includes RWU, RISD, professional mentors from architecture, construction and engineering firms, and HS teachers. Knowledge Forum are developed by Architecture Program Directors Anthony Piermarini, AIA and Roberto Viola Ochoa, with collaboration from the deans, to address diversity and other catalytic issues into Architecture Program and other program areas. A semester calendar of Knowledge Forums is developed including 3-4 dates, to provide a catalyst for advancing the disciplines and profession.

A description of how these initiatives are linked to the program's self-assessment or long range planning

Attention to social equity issues were part of our 2014 Interim Report, and are an on-going part of the SAAHP Planning Council and Knowledge Forums. Items interrelated with diversity were part of the RWU Vision Project begun in 2015 which included SAAHP participation, and in our school's Ten Year Forecast process underway since 2016, which follows The Institute for the Future (ITFF), Palo Alto CA's foresight processes. Our 2017-2027 SAAHP Ten Year Forecast is organized around four key themes identified by ITFF: Destabilizing Demographics; Labor of the Future: Working the System; Perilous Planet: Design for Impermanence; and The AI Factor: The Era of Machine Learning. Our [2017-2022 SAAHP Diversity Plan](#)

[Framework](#) is attached. A fully developed SAAHP Diversity Plan is being further developed through January 2018 among SAAHP faculty, students, staff and external partners, in conjunction with Chief Diversity Officer Ame Lambert. Our school's efforts which were well outlined in our 2011-2017 SAAHP Diversity Plan (see previous APR) are taking a major step forward through the establishment of university leadership.

I.1.4 Defining Perspectives

A. Collaboration and Leadership

The Architecture program balances team-based and individual teaching and learning situations in a framework for collaboration and leadership where common objectives, individual variations and distinctions are achieved. Collaborative team teaching is employed across 1st, 2nd and 3rd year studios (18-20 sections/200 students in total per semester), Arch 513 Comprehensive Project (2 sections/24 students per semester), Arch 641-613 Graduate Thesis Research and Graduate Thesis Design Studio (2-3 sections/20-30 students per semester) and many courses including Arch 101 Foundations of Architecture, Arch 231/331 Construction Materials & Assemblies I-II, and Arch 321 Site + Environment, resulting in a collaborative ethos among faculty and students at the beginning and end of undergraduate and graduate studies. The RWU Community Partnership Center engages with Architecture in 2-5 courses per semester, creating collaboration across disciplines. Architecture students are engaged directly with other students and numerous external partners in these course-based projects, and experience leadership situations where they see their work functioning as a catalyst for new potentials in multiple communities in the region. Students in Arch 522 Environmental Design Research work in teams on post occupancy evaluation and other field research, providing leadership through knowledge about the success of the project evaluated. Arch 522 faculty and multiple students have participated annually in joint presentations at the EDRA National Conferences for more than a decade consecutively in peer-reviewed submittals, all supported financially by the school. The work of Arch 513 Comprehensive Design Studio is a model for collaboration and integration, which annually engages "Consultants in Residence" ARUP Associates and SGH Boston since the last visit in collaborative consultations of high quality with all of our Master of Architecture students, and in "gallery reviews" where students receive input from 2-3 each in gatherings averaging 50 architects, engineers, landscape, interiors, urban designers. The Teaching Firm in Residence Program established in 2007 involves collaboratively taught studios at the graduate level, where multiple members of firms participate including MASS Design, ADD Inc/Stantec, Sasaki, Goody Clancy, designLAB, Gray Organschi, CBT, and Charles Rose Architects. Students in Teaching Firm studios also undertake numerous visits supported by the school to firm offices, including presentations by students of their work to numerous firm members and guests, experiencing the collaboration and leadership of significant firms committed to a teaching culture.

Collaboration and Leadership is fostered in many co-curricular activities, most broadly through AIAS participation which averages between 80-120 students annually and implement numerous programs including our Freedom By Design chapter which won 2014 national recognition, and our ongoing Studio Culture Policy development and assessment. The SAAHP Career Investment Program begun in 2012/13 introduces undergraduate and graduate students extensively to the collaborative reality of architectural practice. The substantial funding we have been able to provide allows firms to treat students as collaborators from the beginning. A 5-person RWU Architecture and Construction Management student team collaborate annually with a faculty mentor on the Associated Schools of Construction (ASC) Design Build Competition. RWU's team has placed in the top 5 in the Northeast annually, and within the top 10 nationally several times.

Our Womens' Leadership Network (WLN) established in 2012 builds leadership networks among practicing architects, alumni, trustees, faculty, students. The Davidson Corps environmental service group begun in 2014 develops collaborative leadership among our students undertaking Reforestation For Climate Change service projects with RI communities, training with statewide forestry leaders and US Forest Service apps. This effort has been enhanced through a major gift from the Hassenfeld Family Foundation from 2016-2019, supporting 10 student leaders.

B. Design

Our design studio approach has evolved in some areas since the last visit, with some continuing. Iterative design processes have been emphasized increasingly since 2015 in 100-300 level Beginning Design

studios. These and 400-500 level Advanced and Graduate studios continue to emphasize systems thinking to address multiple interrelated issues, and materializing design into construction, and take on research topics and what are sometimes described as “loaded” topics with charged social and environmental meanings. Arch 513 Comprehensive Project Design Studio commences with integrative research on history, culture, ecology and context in problem resolution to confirm local identity at the places students intervene, and has included increasing opportunities for teaming in the studio. Arch 641 Graduate Thesis Research Seminars and Arch 613 Graduate Thesis Design Studios are self-directed, with preliminary design research leading to an architectural thesis benefitting from being developed in the context of multiple student and faculty perspectives.

Students engage in problem identification and resolution in the Beginning Design Studios Arch 113-114 and Arch 213-214, which undertake a series of problem-based issues involving socializing, bathing, eating, and sleeping, along with other architectural concerns including site, topography and views. In Arch 214 problem resolution issues involving urban sites, ADA and social issues, in Arch 313 Arch Design Core Studio V includes schematic integration of structure, building envelope, technologies and more complex site and programmatic conditions.

There are many ways for students to explore new design opportunities particularly in 400-500 level Advanced and Graduate studios, which most often include as well travel to sites that change students’ perspectives not only for the project, but for their design process in general. In Community Partnerships Center-engaged studios, students work directly with multiple community partners rather than a single or imagined client. Graduate Teaching Firms in Residence studios bring different design methodologies in collaboratively taught graduate studios, and most often engage sites/client/programs/ topics where their firms are currently engaged. Study Abroad experiences with Florence and Barcelona-based faculty place students in new contexts with different design norms, such as Florence’s precedent-based approach to design in historic contexts, and Barcelona’s design competition approach.

The introduction of a portfolio requirement for each studio in 2016 is conceived as a vehicle for students to construct an argument in parallel to the project, including a written and visual narrative. Students now develop portfolios each semester which also functions as a vehicle for self-reflection and record of work over their years of study.

C. Professional Opportunity

Since 2012, the school has transformed its approach to educating and providing opportunities for students to engage professional opportunities and career paths in coursework, and in co-curricular activities in the AXP Program, our Teaching Firm in Residence Program, and the establishment of three new initiatives since the last visit: the SAAHP Career Investment Program, Women’s Leadership Network, and Saturday Sessions.

Topical Advanced and Graduate Design Studios provide varied perspectives on architecture and practice, taught by full time and adjunct faculty as well as two Teaching Firms in Residence each semester. Arch 542 Professional Practice and Arch 488 Computer Applications for Professional Practice / CNST 445 Construction Project Management team taught in a three-way collaboration between a FT Architecture faculty member, a leading RI firm BIM Manager, and Construction Management faculty member reveals multiple practice options. Arch 513 Comprehensive Design Studio’s inclusion of writing and video presentations help students present projects properly and guide meetings effectively.

Our AXP leader and Architecture Licensing Advisor, Karen Hughes, AIA, NCARB speaks annually to all students on AXP in the Fall semester, leads tours for students of construction sites, works with students throughout the year on establishing an NCARB Record, and is also advisor to our Women Leadership Network (WLN). The WLN aims to connect undergraduate and graduate students with alumni and other practicing professionals in a visible network of support. The continuation of our unique Teaching Firm in Residence Program for level brings firms of varying types and sizes for semester long graduate studios. Firms have ranged from public interest oriented firms including MASS Design, designLAB oriented toward community outreach, Gray Organschi toward inventive material and craft developments, larger corporate firms such as Sasaki, Perkins + Will, ADD Inc./Stantec and CBT, Boston. Teaching Firms and the school have found that the program provides a reflection point between teaching and practice benefitting firm culture, as well as the nurturing and emergence of interns and young practitioners. Teaching Firms invariably take on interns after teaching at the school.

The Career Investment Program (CIP) launched in 2012 has transformed both the awareness and engagement of students transitioning to internship and licensure, in work with firms and organizations, and with faculty. The program provides paid internships annually for all graduate students and all undergraduates receiving Federal and University Work Study support, and at least once to all other undergraduate Architecture students. The program was featured as one of three programs nationwide in the 2016 ACSA Webinar [“Study Work Study”](#) and has provided more than \$1.2 million in support to students in over 400 placements since its inception. The School also hosts 2-3 Career Development Workshops each semester, where students meet with 10-12 different faculty and firm mentors from RI and the Boston area who advise on resume, portfolio and internship development opportunities. “Out To Lunch” Program visits are hosted 4-6 times each semester at the school by firms in the region, who come to communicate with students about their work, how they develop interns and career opportunities, and then interview candidates for positions.

The Women’s Leadership Network (WLN) founded in 2012 with support from a President’s Inclusive Excellence grant, promotes the advancement of women in education and practice by establishing a visible network of support from pre-college, undergraduate and graduate students, alumni and other practitioners. The WLN has evolved into a membership of 30 female and male students and faculty, and engages students, faculty and external participants in programs advancing the profession. Saturday Sessions are intense topical workshop sessions led by professionals in the fields of architecture, engineering, design writing, theory, graphic design, expose and training students in specific areas of professional expertise.

D. Stewardship of the Environment

Ethics and skills for environmental stewardship are developed broadly in design studios and coursework, and in co-curricular activities. Our Studio Culture Policy asserts that architectural design is ultimately an activity intended for the improvement of the environment, and societies and individuals involved.

Arch 101 Foundations of Architecture establishes an ethical framework where students engage alternatives for simpler “appropriate” technology and passive elements with higher technology building performance examples, landscape and settlement, and where students debate diverging ethical positions on sustainability and resilience among other topics. The Arch 114-213-214 Arch Design Core Studio sequence exposes students to introductory day lighting and solar orientation exercises, Arch 213 explores more site specific design, with particular attention to site specific design, materials and techniques. Arch 313 Arch Design Core Studio V addresses building envelope, interior environment and natural lighting. Arch 321 Site + Environment includes exercises involving solar, daylighting, shading, passive strategies, landforms, earthworks, storm water and ecology. Arch 231-331 Construction Materials I-II includes durability, embedded energy, and thermal performance in each area in wood, masonry, concrete, steel construction, and also explores composites, smart materials and assemblages. Arch 513 Comprehensive Project Design Studio includes an increasing emphasis on software utilization such as Climate Consultant and Sefaira, which allow for understandings of regional climate, and the development active and passive strategies, and building performance modeling. The course includes extensive engagement of SGH Boston as building envelope consultants, and ARUP Associates Boston as mechanical and environmental engineers. Notable elective studios such as the graduate Arch 515 Timber Studio taught by Gray Organschi in Spring 2017 built on their previous offering between the Yale School of Architecture and Yale School of Forestry. Newly revised elective courses Arch 594 Urban Ecology and PLAN 301/501 Intro to Urban and Regional Planning provide additional content. Undergraduate students have the opportunity to complete a Sustainability Studies Minor (6 courses) or Core Concentration (5 courses), graduate students a 5-course Graduate Certificate in Historic Preservation or Urban and Regional Planning, which include environment/natural resource content.

Numerous co-curricular events and service activities provide additional opportunities for students. The Tremco Sustainable Practices Partnership begun in 2015 between RWU, AIA Rhode Island and Tremco Roofing includes an annual Fall/Spring Sustainability Lecture Series, a Tremco Sustainable Practices Prize to a Master of Architecture student, and sponsorship of the AIA Rhode Island Summer Education Expo inclusive of faculty and student attendance. To date, Tremco-sponsored AIA Summer Expo themes have included the 2015 Building Envelopes in a Coastal Environment, 2016 Sustainable Preservation, and 2017 Composites in Architecture focuses. In 2017 we extended this initiative in collaboration with Tulane University, Florida International, University of Maryland, University of Washington, and NJIT, in the interest of developing a collaborative network among multiple schools in in partnership with Tremco.

In 2014 the voluntary environmental service group, the Davidson Corps, was formed in the school to mobilize students and other volunteers to address Reforestation for Climate Change. 100+ students have received training from the RI Tree Council in the intervening years and undertaken tree planting work in 9 communities around Rhode Island. In 2015, the group led the establishment of the RWU campus as an ArbNet accredited arboretum, and since 2016 the group has partnered with Bristol, RI on a tree mapping/ environmental impact project utilizing Rhody Trees, a US Forest Service-backed app. Ten student leaders have been paired with citizens to lead 200 students at a time in documenting CO2 absorption, O2 generation, and stormwater benefits. Since 2016 as well, faculty and students have worked with University Facilities in developing two sustainable gardens on campus—one permanent, one an installation—with consultation from the local Audubon Society.

E. Community and Social Responsibility

Our Studio Culture Policy introduction establishes the spirit of our perspective on the community of our school: “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. The 2017/18 Studio Culture Policy builds upon this tradition and seeks to foster an environment of mentorship, collegiality and shared governance.”

Coursework involving community and social responsibility begins with Arch 101 Foundations of Architecture, which includes a required student debate on Ethical Issues in Architecture as the concluding assignment in the course. Arch 522 Environmental Design Research and Arch 542 Professional Practice are required courses where students and faculty evaluate and create models for socially responsible practices. One of the most significant elements of an RWU education to evolve since the last visit has been the emergence of the Community Partnerships Center (CPC) as a university-wide entity coordinating project-based engagement with external community groups. The CPC has provided Architecture and other university students’ pro bono engagement with community groups through coursework, and more recently has evolved through support from the Hassenfeld Family Foundation for an Architecture faculty member to mentor students working outside of class for AXP hours on smaller projects. This also provides an alternative practice venue for students to be involved in. Architecture courses routinely involved with CPC projects include Arch 321 Site + Environment and 400-500 level Advanced and Graduate studios. In the Arch 641-613 Graduate Thesis Research Seminar-Graduate Thesis Design studio sequence, students assert leadership in developing socially responsible topics for their architectural thesis projects, which is notable in student work collected.

There are numerous co-curricular and individual efforts demonstrating student and faculty commitments to community and social responsibility. RWU’s AIAS Chapter Freedom By Design (FBD) group received national AIAS recognition for its 2014/15 design and construction of the Garden of Hope for breast cancer awareness in Bristol, RI. This was followed by their design and construction of an Outdoor Classroom and environmental curriculum in 2015-17 for the Pell Elementary School, Newport, with the City of Newport and RWU’s School of Education, supported by national AIAS funding and additional funds from *NE Home* magazine. A 2012 Studio Culture Committee survey of the school’s computing led to a transformation of the school’s (and ultimately the university’s) computing infrastructure—making the case for equal access to computing for all students and faculty at all times, rather than competing for scarce lab resources. The university’s cloud based computing started here, and then went university-wide.

Faculty provide notable examples of faculty advocating effectively for social and related environmental justice. Professor Julian Bonder’s and students’ advocacy for awareness of Rhode Island’s past as a center for the slave trade received a 2016 ACSA Faculty Design Award, and Bonder participated in the 2017 Harvard and Slavery conference based on his ongoing work on memory. Professor Nermin Kura’s work was included in a recent RESIST group show in RI regarding social developments in the US. Professor Luis Carranza is involved in a national scholarly collaboration on Race and Modern Architecture in progress. Assistant Professor Anthony Piermarini’s non-profit BR+A+CE (Building Research + Architecture + Community Engagement) develops selected topics in its research efforts—including access to health in the city dealing with underserved children in the city healthy play/healthy food, Viet Aid in Boston communities/immigrant communities, and the Big Hammock project in the Boston Greenway, and also engages with RWU’s freshman Live Learn Community offerings. The Davidson Corps’ Reforestation for Climate Change effort now has more than 150 participants, and constitutes an increasing presence. Architecture has a Mentor/Supervisor for Community Partnerships Center (CPC) efforts outside of

coursework, confirming AXP hours in the public interest design work. In 2016, the School co-hosted a 2016 international conference “Keeping History Above Water” exploring the impact of climate change on coastal heritage sites, co-sponsored with the Newport Restoration Foundation, the Union of Concerned Scientists, the National Trust for Historic Preservation, and the National Park Service.

The Five Perspectives relative to Long Range Planning and Self-Assessment

The NAAB Perspectives are elements of our Long-Range Planning and Self-Assessment processes. The Perspectives are included in the 2017-2027 SAAHP Ten Year Forecast we are developing within 2017 themes identified by the non-profit Institute For The Future (ITFF), whose format for strategic forecasting we are following (see I.5 Long-Range Planning). This includes our integration of the Perspectives in a “cross-impact matrix” developing and demonstrating their strategic impact. The Perspectives are also structured into our [2017 Survey of Students, Faculty and Alumni](#), which is part of our self-assessment structure.

I.1.5 Long-Range Planning

A description of the process by which the program identifies its objectives for student learning

Objectives for student learning are identified and evolved in the School and the Architecture Program Committee through a combination of responses within internal and external cycles and timelines:

- to the NAAB Conditions for Accreditation in our reviews of coursework conducted in our twice yearly Curriculum “Walkabouts” (see I.6 Self-Assessment)
- within our Studio Culture Committee discussions
- within university-wide initiatives such as the RWU Vision Project initiative begun in 2014/15, which included a feature of experiential learning, and increasing community engagement
- through unique potentials that emerge through bringing in new faculty expertise, and initiatives of program leadership. Since the last visit, the program has evolved objectives through new faculty interests and expertise in technology, sustainability, planning, comprehensive design, beginning design and representation.
- Leadership of Program Directors Anthony Piermarini, Director of Beginning Studies, and Roberto Viola Ochoa, Director of Advanced Studies, identifying the creation of student portfolios in each semester to aid student and faculty reflection on learning outcomes in concert with the Architecture Program Committee
- Through convening the Knowledge Forum format as a venue to consider catalytic issues objectives.
- In response to national and international trends, clarified in groups such as the Institute For The Future, which we began collaborating with in 2016 toward developing a long range forecast of our objectives relative to student learning and other areas.

A description of the data and information sources used to inform the development of these objectives

External data and information sources include the US DOE Classification of Instructional Programs (CIP), Bureau of Labor Statistics Job Competiveness data, ACSA Data Resources, ARE Pass Rate data compiled by NCARB, the National Survey of Student Engagement (NSSE) Benchmark Comparisons, and Roger Williams University Peer and Aspirant Data from the IPEDS Clearinghouse.

Internal data and information sources include University and program diversity statistics, student admissions information, Architecture Program retention and graduation data, SAAHP Career Investment Program placement data. Comparative learning outcomes expectations between Architecture our other programs in Art and Architectural History, Historic Preservation and Visual Arts Studies and the standards that guide them (including NCPE and NASAD) are useful and come up in our curriculum Walkabouts and Planning Councils. A 2015-2017 funded project undertaken by the dean and student researchers supported by the 1772 Foundation explored comparative curriculum and enrollment in Historic Preservation programs nationally, which provided opportunities and comparisons with Architecture. The Studio Culture Survey engages faculty, students and alumni annually. A 2016 subscription to the Institute For The Future (ITFF) Ten Year Forecast annual resources and forecasting process developed over several decades provided insight into forecasts based on extensive data.

Due to our recruitment competitors varying widely in terms of program type (5-year B.Arch, 4+2, 5-year M.Arch.), cost and institutional culture, and coupled with RWU's strong ARE exam results, we have judged that we are able to strategically pursue a mission-driven long-range planning strategy, built on of supportive, mentoring learning culture, affordable excellence, local and global engagement, and extensive professional connections through internships, teaching firms and consultants. This positions us to compete in the Northeast while also being able to recruit and retain students nationally and internationally.

A description of the role of long-range planning in other programmatic and institutional planning initiatives

The leadership of President Donald Farish since 2011 and the development of the RWU Vision process since have been key in steering the institution forward, with impact on SAAHP and the Architecture program in the areas of community engagement, affordable excellence, diversity and sustainability in particular. Our collaboration and in some cases leadership with these initiatives have led to several transformative developments in our school, including:

- 2011: migration of the Community Partnership Center (CPC) from the school to function as university-wide, interdisciplinary endeavor
- 2012-: creation of the Career Investment Program providing paid internships to all SAAHP students
- 2012/13- : development of cloud computing and the Samsung Design Studio—to provide access to affordable computing for all of our students initially, and ultimately all university students

SAAHP's engagement with the Institute For The Future (ITFF) in developing our 2017-2017 Ten Year Forecast has recently encouraged the university to do the same beginning in 2017/18. ITFF includes reference to public and member data development and dissemination. The SAAHP Self-Assessment process SAAHP Cycles, with the Planning + Assessment Framework (PLANES), Curriculum Review and Assessment (CARS) have been enriched by the Knowledge Forum processes since 2015/16, where we both assess what we have under development, and consider future alternatives and strategies in conversations that bring together our faculty with external academic and professional colleagues.

A description of the role the five perspectives play in long-range planning

Our 207-2027 SAAHP Ten Year Forecast under development within 2017 Institute For The Future themes compels us to look at four key areas outline below, with NAAB Perspectives noted in in each area, with some perspectives included in several areas:

- *Destabilizing Demographics—expand our diversity of students and faculty, collaborations and learning culture, and reaching into diverse communities, schools, firms and organizations, and how does this change the nature of education and practice. (Perspectives: Collaboration and Leadership, Community and Social Responsibility)*
- *Labor of the Future: Working the System—increase/blend/strengthen student's academic and professional experiences while students are in school. Increase the variety of professional practice experiences, and potentials for new modes of practice, through the Career Investment Program and other means to be developed. (Perspectives: Professional Opportunity, Collaboration and Leadership)*
- *Perilous Planet: Design for Impermanence—understand architecture within the context of development, preservation, environmental conservation, resiliency. Extend opportunities for significant large scale study, practice and service. (Perspectives: Design, Stewardship of the Environment)*
- *The AI Factor: The Era of Machine Learning—collaborate through the Samsung Design Studio on visualization through Mixed Reality (virtual and enhanced) activities, smart buildings and cities. (Perspectives: Collaboration and Leadership, Design, Professional Opportunity, Stewardship of the Environment, Community and Social Responsibility)*

These are developed within a “cross-impact matrix” planning template working format. Our School’s responses to the NAAB Perspectives were included in our [2017 Survey of Students, Faculty and Alumni](#) which provide data to further guide the Ten Year Forecast. Our 2017-2017 SAAHP Ten Year Forecast will be available prior to the visit.

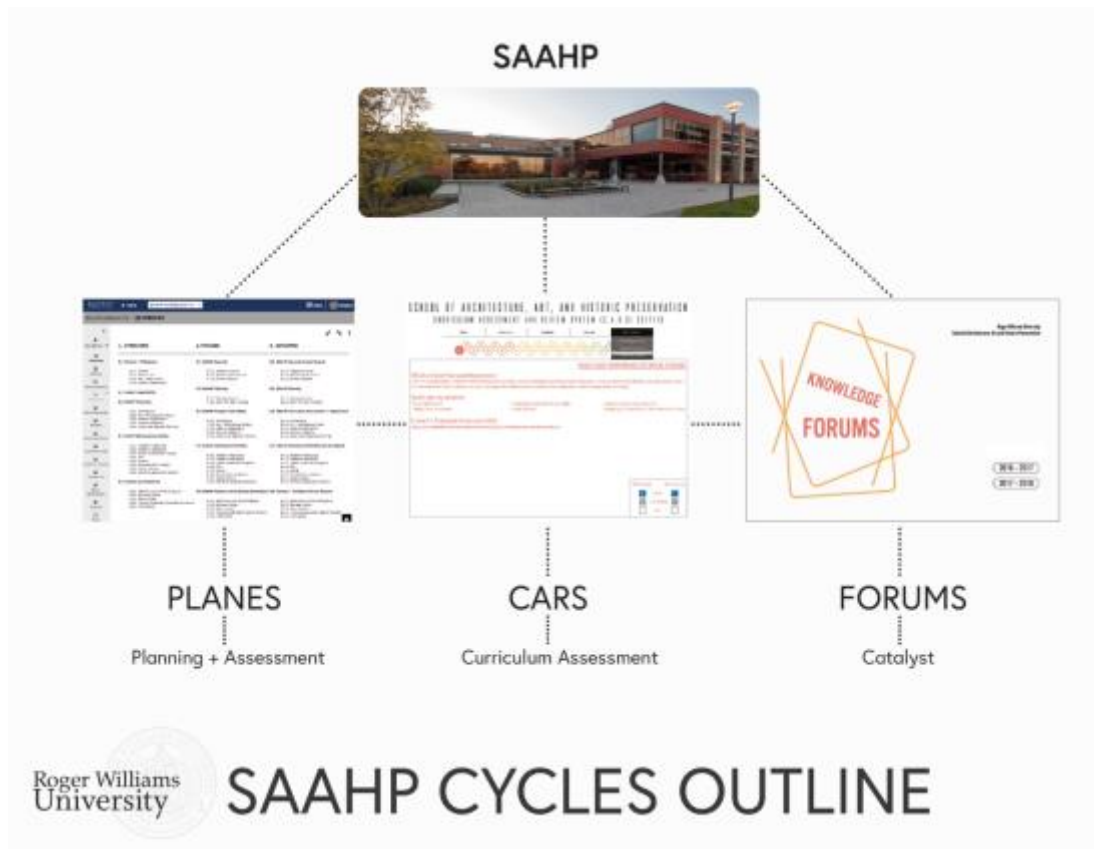
I.1.6 Self-Assessment Procedures

A description of the program’s self-assessment process, specifically with regard to ongoing evaluation of the program’s mission and multi-year planning objectives

The School of Architecture, Art and Historic Preservation’s (SAAHP) self-assessment structure called SAAHP CYCLES is the online Self-Assessment structure organized in conjunction with the university’s open source online Course Management and Assessment system, Bridges. Access to CYCLES can be made available to select outside groups, and to external evaluators for accreditation purposes. The School’s self-assessment process includes a twice-yearly sequence of daylong curriculum Walkabout followed by Winter and Spring Conferences, which will be described following a description of the elements of SAAHP CYCLES.

SAAHP CYCLES provides the school-wide framework within which the Architecture Program assesses its ongoing evolution within the SAAHP’s programs, administrative structure and governance. The Architecture Program has curricular independence through the Architecture Program Committee, which exists alongside parallel interdisciplinary Standing Committees and Centers + Initiatives Committees, which also assess their activities within a school-wide framework. SAAHP CYCLES is composed of the following elements:

- PLANES: Planning + Assessment Framework
- CARS: Curriculum Assessment and Review System
- KNOWLEDGE FORUMS: Catalyst Conversations



A full graphic outline is included in the [SAAHP Self-Assessment Policy](#), which will include live links prior to the visit.

PLANES is the online **Planning and Assessment Framework** tracks the annual structure, processes and outcomes of SAAHP Committees--Councils, Program Committees, Standing Committees and Centers + Initiatives Committees—and includes reference documents, meeting minutes, and committee outcomes. The structure of PLANES is accessible to all members of the school as an internal website.

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. Program Committees are charged with assessment as a prelude to any further curriculum 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.

Program Matrices map each course in relation to Student Performance Criteria appropriate to each program. 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.

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.

KNOWLEDGE FORUMS are conversations convened multiple times each semester in the School, including by Architecture Program Directors and faculty engaging academic and professional colleagues at other institutions and practices in the US and abroad. These forums initiate reflective conversations that can serve as catalysts for development in the school, programs and for individuals. In 2016/17 Architecture Knowledge Forums addressed Ethics, Social Responsibility and Professional Practice; Design Education; Building Technology in the Design Studio, Representation and Media, and Sustainability.

Information for the SAAHP CYCLES is organized on an annual basis. The development of SAAHP CYCLES: PLANES, CARS, KNOWLEDGE FORUMS format has been informed and evolved over time inclusive of collegial input from colleagues at New Jersey Institute of Technology and New York Institute of Technology. Roger Williams' CYCLES system's utilization of an open source platform provides affordable opportunities for on-going assessment.

The School convenes twice-yearly, two-day Planning + Assessment Conferences after the Fall and Spring semesters, 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. Day One is composed of an all-day Curriculum Review "Walkabout", where all faculty review student work produced over the semester. An SAAHP Strategic Planning Day follows within two weeks, reviewing both short and long term initiatives and issues with the benefit of having reviewed the extensively available record of student outcomes in coursework.

A description of the manner in which results from program self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to external pressures or challenges to the institution

The School's twice-annual Planning + Assessment Conferences inform these areas in an on-going way annually and between NAAB visits. The issuance of new editions of the NAAB Conditions after the validation process provides another catalyst. Our engagement of the Institute For The Future (ITFF)'s Ten Year Forecast process provides another reference for planning, curriculum, learning culture, and external drivers of change offering national and international references points, in particular involving changes in education, work, sustainability, and information technology areas, also within changing perspectives on institutional trust, national and international changes regarding nation states, and global communities of interest.

Solicitation of Faculty, Student and Graduates' Views on the Teaching, Learning and Achievement Opportunities provided by the Curriculum

Our most recent survey includes a two-part structure—Part 1 related to Mission and Curriculum, Part 2 related to the NAAB Perspectives: [2017 SAAHP Survey of Students, Faculty, and Alumni](#).

Individual Course Evaluations

Student Evaluation of Teaching Surveys are administered university-wide each semester for each course. Results of these evaluations are provided to the faculty instructor for self-reflection and to 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, the University Faculty Review Committee and the Provost.

Review and Assessment of the focus and pedagogy of the Program

This is completed annually through the twice-yearly Planning + Assessment Conferences including the curricular "Walkabout" with Architecture participation led by Architecture Program Directors Anthony Piermarini, Director of Beginning Studies, and Roberto Viola Ochoa, Director of Advanced Studies. These are followed by the Winter and Spring Conferences. The Architecture Program Annual Report is posted in the Architecture Program Outcomes area of the PLANES website. The end-of-semester Curriculum Walkabout process provides insight into curricular achievements and areas that need more work, as well as a forum for sharing understandings among faculty about the overall direction of the program.

Institutional and program-level self-assessment, as determined by the institution

Institutional Self-Assessment is conducted with the 10-year timelines of the New England Association of Schools and Colleges (NEASC). Programs work within school patterns and in response to program and school specific accreditations, including the American Chemical Society (ACS) for Chemistry; NAAB for Architecture; AACSB for Accounting, Economics, Finance, International Business, Management and Marketing; RI Department of Education and the National Association of State Directors of Teacher Education and Certification (NASDTEC); ABET for Engineering, ACCE for Construction Management; ABA for Law and Paralegal Studies.

A chart identifying all the parties in the curricular assessment process, their membership (if necessary), and the roles and responsibilities of each

[RWU Curriculum Policies 2016](#)

A description of the results of faculty, students', and graduates' assessments of the accredited degree program's curriculum and learning context

Our most recent survey includes a two-part structure—Part 1 related to Mission and Curriculum, Part 2 related to the NAAB Perspectives. [2017 SAAHP Survey of Students, Faculty and Alumni](#)

Institutional Requirements for Self-Assessment

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.

Section 2. Progress since the Previous Visit

Program Response to Conditions Not Met from the 2012 Visiting Team Report

II.1 Student Performance—Educational Realms and Student Performance Criteria

A.11. Cultural Diversity

Visiting Team Report (2012)

SPC A. 11. Cultural Diversity

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

Program Activities in Response (2012-onward)

Arch 522 Environmental Design Research is the primary course covering this SPC. In 2012, the course was revised to better enable students' capabilities to understand a range of culturally diverse populations. In our 2014 Interim Report, Professor Eleftherios Pavlides provided examples of 10 short student essays with his comments inserted from the class: 5 high pass and 5 minimum pass on reading evaluations that address cultural diversity in architecture in the following areas:

- A. Cultural diversity in tribal societies –
- B. Cultural diversity in peasant society
- C. Cultural diversity based on cultural difference in different countries and within ethnic and cultural groups in the US
- D. Cultural diversity based on ethnic subcultural group in the United States
- E. Cultural diversity of use and perception of space due to gender difference

Evidence was included in the [2014 Interim Report](#). These adjustments have remained in the years since, and are part of our reporting in this year's 2017 RWU APR, for Condition II.1 A8 Cultural Diversity.

II.1 Student Performance—Educational Realms and Student Performance Criteria

B.6. Comprehensive Design

Visiting Team Report (2012)

SPC B. 6. Comprehensive Design

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

Program Activities in Response: (2012-onward)

ARCH 513 Comprehensive Project Design Studio has always been structured around a strong, all encompassing design framework. The changes implemented since the 2012 VTR strengthen the more technical layers of buildings without sacrificing the strong design agenda. Given the intense nature of the studio, we found a need to optimize the way in which the students use their time so that more of it can be concentrated on research and investigation of technical matters.

Following the 2012 NAAB Visit, program faculty and deans undertook a thorough review of how the course was structured, and the following modifications were made to Arch 513 and reported in the [2014 Interim Report](#). Professor Roberto Viola Ochoa made adjustments in the following areas: 1) Site Analysis Documentation, 2) Lectures, 3) Construction Site Visits, 4) Building Envelope, 5) Work sessions with Engineers, 6) Structure, 7) Black and White Set. Particularly key evolutions were items 5-7 resulting in improved structural integration and technical documentation in the "Black and White Set" sets.

Program Response to Causes of Concern

Visiting Team Report (2012)

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

Program Activities in Response (2012-)

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

Faculty Recruitment—Tenure-Track and Visiting

Since 2012, we have concluded seven national tenure-track searches and one visiting search. These have resulted in increases in faculty gender and racial and/or ethnicity. New faculty and their gender and racial and/or ethnic backgrounds include:

- Four female tenure track faculty (one with Hispanic background)—Anne Proctor (began Fall 2012), Olga Mesa (began Fall 2016), Ginette Wessel (began Fall 2016), Elaine Brown Stiles (began Fall 2017)
 - Three male tenure track faculty—(one Asian American background)—Leonard Daisuke Yui (began Fall 2014), Anthony Piermarini (began Fall 2015), Nathan Fash (began Fall 2015)
 - One male Visiting faculty (one Hispanic background)—Roberto Viola Ochoa (began Fall 2015)
- These replace three female faculty (Evans, Copur, Leuchak), and 4 male faculty (Hagenah, McQueen, Marshall, Thurlow) who are of White/Non-Hispanic background.

Faculty Recruitment—Teaching Firm in Residence

Our unique [Teaching Firm in Residence Program](#) established in 2007/08 continues to broaden our faculty diversity, and invariably brings visiting faculty with gender and cultural diversity into the design studio, while strengthening our connection to the profession and achieving high quality instruction. Increasing diversity was one of several goals in establishing the Teaching Firm in Residence Program.

Staff Recruitment

Of two Staff positions (Shop and Studio Technician, Documentation and Portfolio Manager) in 2012 both were male. In 2017, we are one male, one female (Georgia Rhodes replaced Daniel Alexander)

Faculty Recruitment—Adjunct Faculty

Adjunct Faculty recruitment is an area where change is possible sooner than tenure track searches. We have hired 11 female adjunct faculty since 2012 for 1st and 4th year design studios, Arch 287 and Arch 488 Computer Applications and Arch 588 Digital Manufacturing courses, VARTS 101 Foundations of Drawing, HP 681L Historic Rehabilitation Workshop courses. Those hired within the past two years are included in the Faculty Resumes section of Supplemental Materials.

Student Recruitment

Student Data drawn from IPEDS reports shows that from 2011-2016 the Architecture Program improved in most areas regarding Gender, and Race and/or Ethnicity, both within Architecture, and as compared to the University. The data used in the comparison below was IPEDS data submitted by the University to the National Student Clearinghouse Research Center and in the NAAB Annual Reports.

Gender: 2011-2016 Progress within Architecture

- Undergraduate: Female Architecture students increased by 7.3%, from 35.7% to 43.0%
- Graduate: Female Architecture students increased by 0.7%, from 33.3% to 34.1%

Gender: 2011-2016 Comparison between the University and Architecture

- Undergraduate: Female students increased by 3.2%, from 50.4% to 53.6%
- Graduate: Female students increased by 4.5%, from 52.2% to 56.7%

Race and/or Ethnicity: 2011-2016 Progress within Architecture

- Undergraduate: improved within six cohorts, stayed the same in one, declined in one (Race and/or Ethnicity Unknown)
- Graduate: improved within four cohorts, stayed the same in two, and declined in two (Asian/Non-Hispanic, Race and/or Ethnicity Unknown)

Race and/or Ethnicity: 2011-2016 Comparison between University and Architecture:

- Undergraduate: Architecture exceeded the University within six cohorts, below in two (Black/African-American, Race and/or Ethnicity Unknown)
- Graduate: Architecture exceeded the University within four cohorts, below the university increase in four cohorts (American Indian or Alaska Native Asian/Non-Hispanic; Hawaiian Pacific Islander, Race or Ethnicity Unknown)

Recruitment Efforts to engage diverse high school students in our four-week Summer Academy in Architecture. In addition to efforts outlined in the 2014 Interim Report, the Summer Intensive Program begun in Summer 2011 was phased out in 2015. The Summer Academy in Architecture Program annually includes two full tuition, room and board scholarships for diverse students, and from 2011-2015 included one to a student from the Philadelphia Charter High School for Architecture and Design (CHAD). Beginning in Summer 2017, the Summer Academy and Freshman Architecture programs include one ACE Mentor Scholarship each.

Establishment of the Womens Leadership Network, 2012-

In 2012, the School established the Womens Leadership Network (WLN), through support from a President's Inclusive Excellence Grant. The WLN supports women's leadership in architecture, art and historic preservation fields, and connecting pre-college, undergraduate and graduate students and faculty, alumni/ae and professionals in a visible network of mentoring and mutual opportunity. This network supports students when applying to the school, mentoring while they are here, in career placements and faculty recruitment, and simply for collegial engagement. In 2012/13 and 2013/14, Beverly Willis, FAIA and the Beverly Willis Architecture Foundation, New York have visited the school on three occasions, and have served as facilitators for gatherings launching the group. WLN student participants have won an SOM Women's Internship (Larissa Sattler, BS'17) in January 2016, and the WLN membership was up to 30 students in 2016/17, with activities arranged throughout the year.

Program Response to Changes in Conditions

Evolutions in the 2014 Conditions for Accreditation have contributed particularly to evolutions in our program's approach to perspectives, integration and education in preparation to internship and practice. The NAAB Perspectives bringing together of all of the constituents involved (in 2009 identified as the academy, students, the profession, licensure, the public) allow for integration of these constituents, and have re-focused our efforts clearly on the balance of curricular and co-curricular activities we organize as part of our program. This also re-shaped the nature of our survey of students, faculty and alumni.

Changes to Realm C Integrated Architectural Solutions have resulted in evolutions of several courses and student assignments, and resource allocations, outlined in II.1.1 Student Performance Criteria, Realm C. Adjustments in learning outcomes coverage in Arch 101 Foundations of Architecture, Arch 488 Computer Applications for Professional Practices, Arch 522 Environmental Design Research, and Arch 542 Professional Practices adjust to changes and in some cases elimination of Student Performance Criteria between 2009 and 2014.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

A description of the manner in which faculty members remain current in their knowledge of the changing demands of the discipline, practice and licensure

Faculty remain current in the evolutions of the disciplines through collegial and scholarly engagements on-campus including the School's Knowledge Forums held multiple times each semester, engagement in the

SAAHP Events Series with evening lectures and exhibitions many of whom are noted practicing architects, and in university-wide Faculty Learning Communities addressing community engagement and other topics. Faculty remain current in off-campus engagements through participation in ACSA, the Architectural Research Centers Consortium (ARCC), National Trust for Historic Preservation (NTHP) and National Council for Preservation Education (NCPE), College Art Association (CAA), American Planning Association (APA) conferences and other engagements. Many faculty remain current in professional practice beyond their teaching duties, and maintain their architectural licenses through continuing education, as well as AIA memberships (where applicable). The Roger Williams University Faculty Contract allows Architecture and other faculty to undertake professional practice as one of the options for scholarly development.

Full-Time Faculty who hold architectural registrations in US jurisdictions:

- 1) Edgar Adams, RA
- 2) Andrew Cohen, AIA
- 3) Robert Dermody, AIA
- 4) Nathan Fash, AIA
- 5) Gail Fenske, Ph.D, AIA
- 6) Gary Graham, FAIA
- 7) Gregory Laramie, AIA
- 8) Eleftherios Pavlides, Ph.D., AIA
- 9) Anthony Piermarini, AIA
- 10) Jeffrey Staats, AIA, AICP
- 11) Stephen White, AIA
- 12) Leonard Yui, AIA

The Teaching Firm in Residence Program begun in 2007 establishes an additional regular presence of notable practitioners among the faculty and in the design studio who maintain architectural registration through active practices. Teaching Firms in Residence since 2012 include:

- Spring 2018: David Hacin + Associates; Goody Clancy Architecture Preservation Planning
- Fall 2017: CBT Architects; Touloukian Touloukian
- Spring 2017: Gray Organschi Architecture, designLAB
- Fall 2016: Goody Clancy Architecture Preservation Planning; Joeb Moore Partners
- Spring 2016 CBT Architects; Aamodt Plumb Architects
- Fall 2015 Sasaki Associates; Stubbins/Jacobs
- Spring 2015 Gray Organschi Architecture; MASS Design Group
- Fall 2014 ADD Inc/Stantec; designLAB
- Spring 2014 Studio Luz Architects; Charles Rose Architects
- Fall 2013 Studio Luz Architects; Perkins + Will
- Spring 2013 Gray Organschi Architecture
- Fall 2012: designLAB

The School engages many adjunct faculty practitioners, particularly in the design studio and in historic rehabilitation workshop courses. Adjunct Faculty who maintain architectural registrations in US jurisdictions include:

- 1) Andrea Adams
- 2) Mauricio Barreto, AIA
- 3) Julia Bernert
- 4) Ginette Castro
- 5) Noel Clarke
- 6) Vin Giambertone, AIA
- 7) Karen Hughes, AIA
- 8) Melissa Hutchinson, AIA
- 9) Robert Mohr

10) BG Shanklin

Since 2005, the School has hosted the AIA Rhode Island Summer Expo attended by AIA Rhode Island architects, and by RWU faculty and students supported by the school. Since 2015, we have collaborated in the Tremco Sustainable Practices Partnership between Roger Williams University Architecture, AIA Rhode Island and Tremco Roofing and Building Maintenance. The partnership includes support for Fall/Spring lectures and workshops bringing the school, architects and the building industry together, including the AIA Rhode Island Summer Expo. To date, themes have included 2015 Building Envelopes in a Coastal Environment, 2016 Sustainable Preservation, and 2017 Composites in Architecture.

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

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

- Foundation to Promote Scholarship and Teaching
- Professional Development Fund
- Sabbaticals and Leaves
- Dean's Office Funding

Foundation to Promote Scholarship and Teaching

The University's Foundation to Promote Scholarship and Teaching supports faculty in a variety of scholarly activities. The general criteria used by the Foundation in providing support for scholarship includes 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 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. Faculty are required to submit proposals in order to be considered for funding or course releases. Awards from the Foundation to Promote Scholarship and Teaching include the following financial and course release totals since 2012:

The Foundation awarded the following amounts since 2012.

	<u>University/Architecture</u>		<u>University/Architecture awards</u>
2017/18	\$150,000 / \$19,160	2014/2015	\$143,322 / \$13,469
2016/17	\$146,189 / \$7911	2013/2014	\$140,512 / \$12,795
2015/2016	\$146,189 / \$23,090	2012/2013	\$137,757 / \$11,800

The Foundation awards the following course releases each year since 2012:

	<u>University/Architecture</u>		<u>University/Architecture awards</u>
2017/18	40* / 1	2014/2015	50 / 2
2016/17	50 / 1	2013/2014	50 / 2
2015/2016	50 / 2	2012/2013	50 / 2

**beginning in 2017/18, 5 course releases awarded are to engage experiential learning*

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 individual allotments. Contractual budget allotments per person since the last visit were:

2017/18	\$3375 / in progress	2014/15	\$3250 per FT faculty member
2016/17	\$3325 per FT faculty member	2013/14	\$3175 per FT faculty member
2015/16	\$3325 per FT faculty member	2012/13	\$3100 per FT faculty member

Sabbaticals and Leaves

Since the 2012 Visit, the following Architecture Faculty have been awarded sabbatical leaves. One semester leaves receive full pay, yearlong leaves receive 55%.

- 1) Julian Bonder Fall 2012, Spring 2018
- 2) Mete Turan Spring 2012
- 3) William McQueen Spring 2012
- 4) Roseann Evans Fall 2012, Spring 2013
- 5) Gail Fenske Fall 2012, Spring 2013
- 6) Patrick Charles Spring 2013
- 7) Nermin Kura Fall 2013, Spring 2014
- 8) Jeffrey Staats Spring 2014
- 9) Hasan Khan Fall 2014, Spring 2015
- 10) Luis Carranza Fall 2014, Spring 2015
- 11) Michael Rich Fall 2014, Spring 2015
- 12) Sarah Butler Fall 2015, Spring 2016
- 13) Edgar Adams Fall 2016
- 14) Anne Tait Spring 2017
- 15) R. Van Schepen Fall 2016, Spring 2017
- 16) E. Pavlides Fall 2017, Spring 2018

Additionally, Associate Professor Patrick Charles was awarded an unpaid Leave of Absence for 2015/16 and 2016/17 to teach at Cornell University.

The Dean's Office also encourages human resource development through activities outside of classroom obligations, including support for faculty conference attendance, and support for the Architecture Program Directors to attend the ACSA Conferences. The School has provided support for Professor Gail Fenske to serve as Secretary of the Society of Architectural Historians. Additional support for adjunct faculty is provided by the Deans Office, and in recent years has supported Adjunct Faculty Julia Bernert to attend Beginning Design Studio meetings, and Adjunct Faculty John Hendrix to attend international conferences.

A list of past and projected faculty research (funded or otherwise), scholarship, creative activities by full-time instructional faculty since the previous visit.

[2012-2017 Architecture Faculty Research, Scholarship, Creative Activities](#)

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

Student support services are organized in a complementary way between University-wide centers and programs within the School.

[The Center for Student Academic Success](#) is the university hub of various academic support programs and a primary resource for academic success. The Center is located on the first and second floor of the Learning Commons and is comprised the Advising and Peer Mentorship Office, The Tutoring Center and Student Accessibility Services. The Advising and Peer Mentoring office helps students succeed throughout their time at RWU. Student Accessibility Services help eligible students access the academic accommodations they need to thrive including providing extended time for testing, note taking, study sessions and tutoring. The Tutoring Center provides tutoring support from faculty and peer mentors in Writing, Math and Science centers. The School of Architecture, Art and Historic Preservation provides additional support for course-based tutoring, with tutors available in one-on-one basis and group study sessions as outlined by faculty members for selected courses.

Academic advising is provided by full-time faculty and the deans in the school. Up to 25 students are assigned to individual Faculty Advisors who are available for a minimum of 3 hours per week, and by additional appointments during fall and spring registration periods. The Associate Dean coordinates advisement, providing program outlines, handling unusual advisement situation including transitions from other majors and universities, and is a continually available resource for students and faculty. Evaluation of student progress is conducted by faculty advisors and the Associate 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 University Advising Center supplements and compliments the school-based faculty advising system.

[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 Spiegel 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. RWU Architecture students have access to university Study Abroad programs in Florence at the International Studies Institute which also hosts the University of Maryland, in Barcelona at the Barcelona Architecture Center which also hosts Clemson University, Texas A&M, and ten Japanese institutions, and in Beijing at Tsinghua University English Language Master of Architecture program. [The RWU Intercultural Center](#) offers an atmosphere to support, respect and celebrate 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.

Internship placement is organized through the [SAAHP Career Investment Program](#) (CIP) launched in 2012, and administered by Associate Dean Gregory Laramie and Assistant to the Dean Janet Lewis. As the program was being developed, it became clear that federal support for the Workstudy Program was created as part of the Economic Opportunity Act of 1964 and the War on Poverty was intended to help students transition to work in their field of study (hence Work Study), though this appears rarely used nationwide in this way. The CIP provides paid internships off-campus and graduate assistantships with faculty on-campus for all graduate students in each year of study (\$3000 per student), all undergraduates with Work Study eligibility each year of study (\$2300 per student), and at least once for all other undergraduate students (\$2300 per student). The Career Investment Program has received national note in a 2016 ACSA Webinar ["Study Work Study"](#) with more than \$1.2 million in support made available for internship placements since 2012. Many firms take our interns without accepting our support. Students work on compelling research and professional experiences as they transition toward advanced study and career placements. The CIP is now a central element of the learning culture of the school, investing in students, faculty, external corporate, non-profit and government partners. The program has transformed the number and quality of internships and career placements achieved, and of firms and organizations involved. Firms benefit from the financial investment made to them, and the engagement of a steady stream of students transitioning to the profession

The name of the Architect Licensing Advisor (formerly the IDP Coordinator) and a summary of his/her recent activities, including professional development, in support of her responsibilities
The School's Architecture Licensing Advisor is Adjunct Faculty Karen Hughes, AIA, NCARB, who was also our IDP Coordinator previously back to 2011. Hughes annually attends the Architecture Licensing Advisors Summit/formerly IDP Coordinators, and we support multiple student attendance as well,

including our current student advisors Kerri Noble and Erich Friedrich. Hughes position as a Beginning Design Studio teacher helps introduce the AXP Program broadly into the culture of the Architecture program from the beginning on a regular basis. Hughes is also the advisor to our Women's Leadership Network (WLN) which has more than 170 members on social media, which in concert with her Architecture Licensing Advisor role is intended to help encourage continuity for women students through to licensure and leadership in the profession. Hughes is working on collaborations between the WLN and our Student Mentor program, bringing AXP, women's leadership and mentoring together in the first years of the program. Roger Williams annually sponsored AIA Rhode Island's Emerging Professions Forums over many years, with Hughes attending and interacting with state-wide licensure and chapter leaders. Hughes' annual schedule includes:

Summer

- May-June: Email reminder sent to all students regarding experience settings that can be applied, including working for a licensed architect and others.
- July: Licensing Advisor Summit with RWU student representatives, meeting other advisors and receiving NCARB updates and opportunities
- AXP handout booklet is updated, which is available in the building entryway to all students and prospective students. This handout gets modified and reprinted every year.

Fall Semester

- September: Email reminder sent to all students reminding them to record their summer job experiences.
- September: Coordinate with AIAS student leaders and the student Licensing Advisor on a joint presentation to all students once classes resume.
- September-December. Meetings held with students who have more complex questions or could not attend meeting.
- September-November. Construction site visits with local architects each semester. Students can earn AXP experience on these tours.
- December—final reminder email sent out explaining that any experience not recorded in an 8 month time frame from when they began summer internships will be reduced by 50%.

Spring Semester:

- February: A second school wide presentation is organized. 2017 coordinated with Michelle Cohn from NCARB to speak at RWU.
- February: presentation is set up with Arch 542 Professional Practice, geared toward post-graduation and the ARE.
- March: presentation to the entering classes to introduce them to the AXP, NCARB and the licensure process. Each student is given an AXP handout at this presentation.

Throughout the Year:

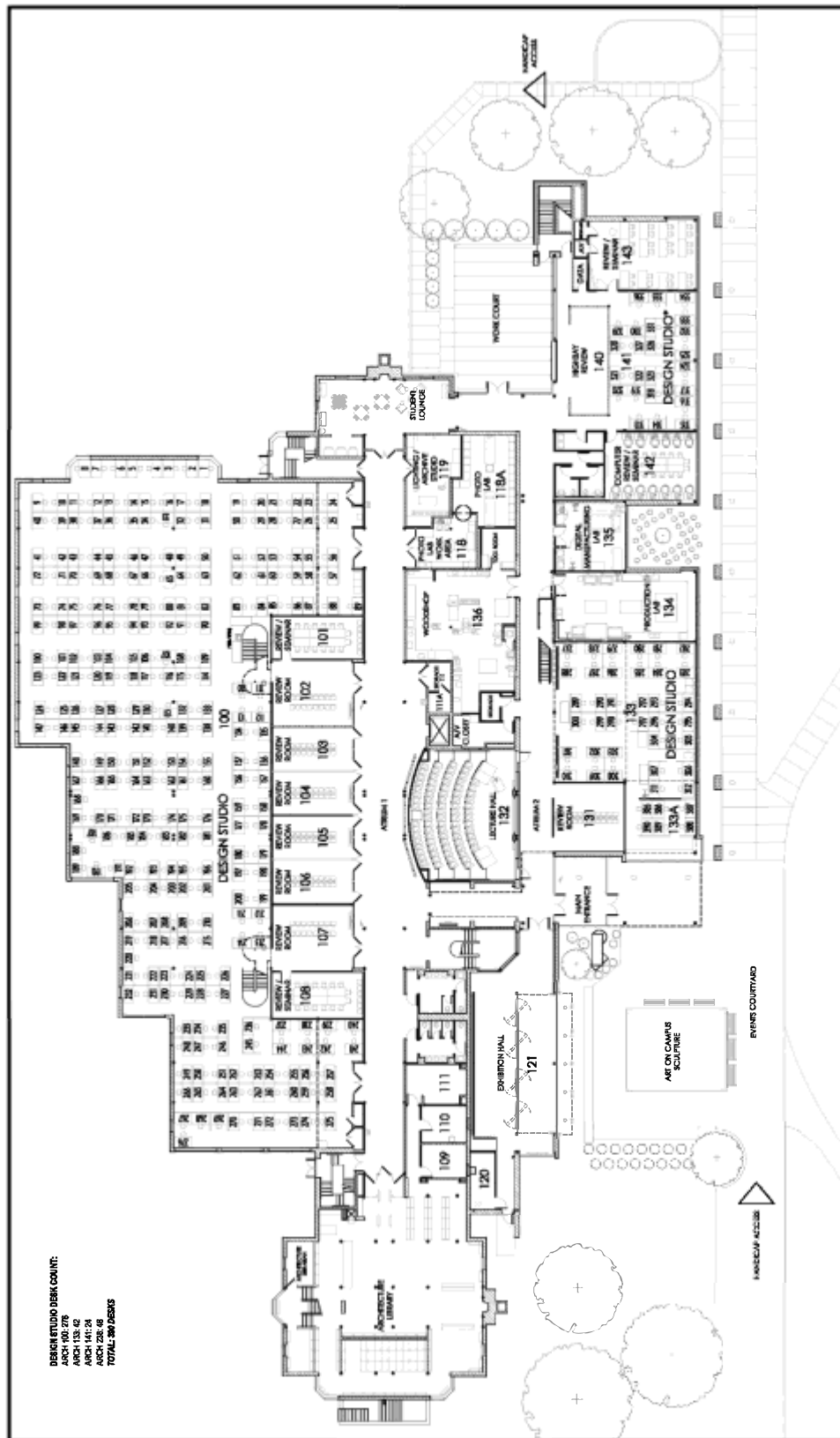
- Email conversations and meetings with individual students happen throughout the year. Hughes has approximately 10-15 one on one meetings, and respond to about 50-60 emails a semester.
- Blast emails are sent out throughout the semester as a way to touch base with students as well as alert them to any deadlines or changes that would impact them.
- The School maintains an "AXP Bridges site" on the school's internal internet/course management site which includes student access. This provides an outline on the licensure process with quick links directly to specific parts of the NCARB website.
- Throughout the year, the AIAS leaders are in contact with Hughes, who often will send students my way when they have questions.

I.2.2 Physical Resources

A general description of the physical resources assigned to the program, including all spaces used for teaching/learning, scholarship, and public interaction

Architecture facilities are housed on the Bristol campus in an award-winning 45,000 sf building completed in 1987, which was expanded in a 20,000 sf extension completed in 2005. The architects of the original Bristol building, Kite-Palmer Associates, Providence, were selected 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 design award. The openness and quality of the space and program elements contributes strongly to the learning culture of the School.

Architecture facilities includes undergraduate and graduate design studios with 391 individual workspaces for students including drafting table, storage area and chair, the 80-person DF Pray Foundation Lecture Theater including high quality projection and teleconferencing equipment, review and seminar rooms, Design Computing Lab, Exhibition Gallery, Architecture Library, classroom, faculty offices, Photography Studio and Darkroom, Woodworking Studio Shop, Production Studio and Digital Manufacturing Lab with a CNC milling machine, multiple laser cutters and 3d modeling equipment. Drawing courses are held in the Art Building. Lecture and classroom courses are held in Architecture and also in shared University facilities on campus, including the 200 seat CAS 157 and 80 person MNS 200 lecture halls. All SAAHP lecture and classroom spaces, seminar rooms and classrooms are equipped with AV projection equipment in place. The Architecture building has a card access system for student security and 24 hour access. Within the building students have access to library, woodshop, darkroom, and digital manufacturing equipment from 8AM until midnight. 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.

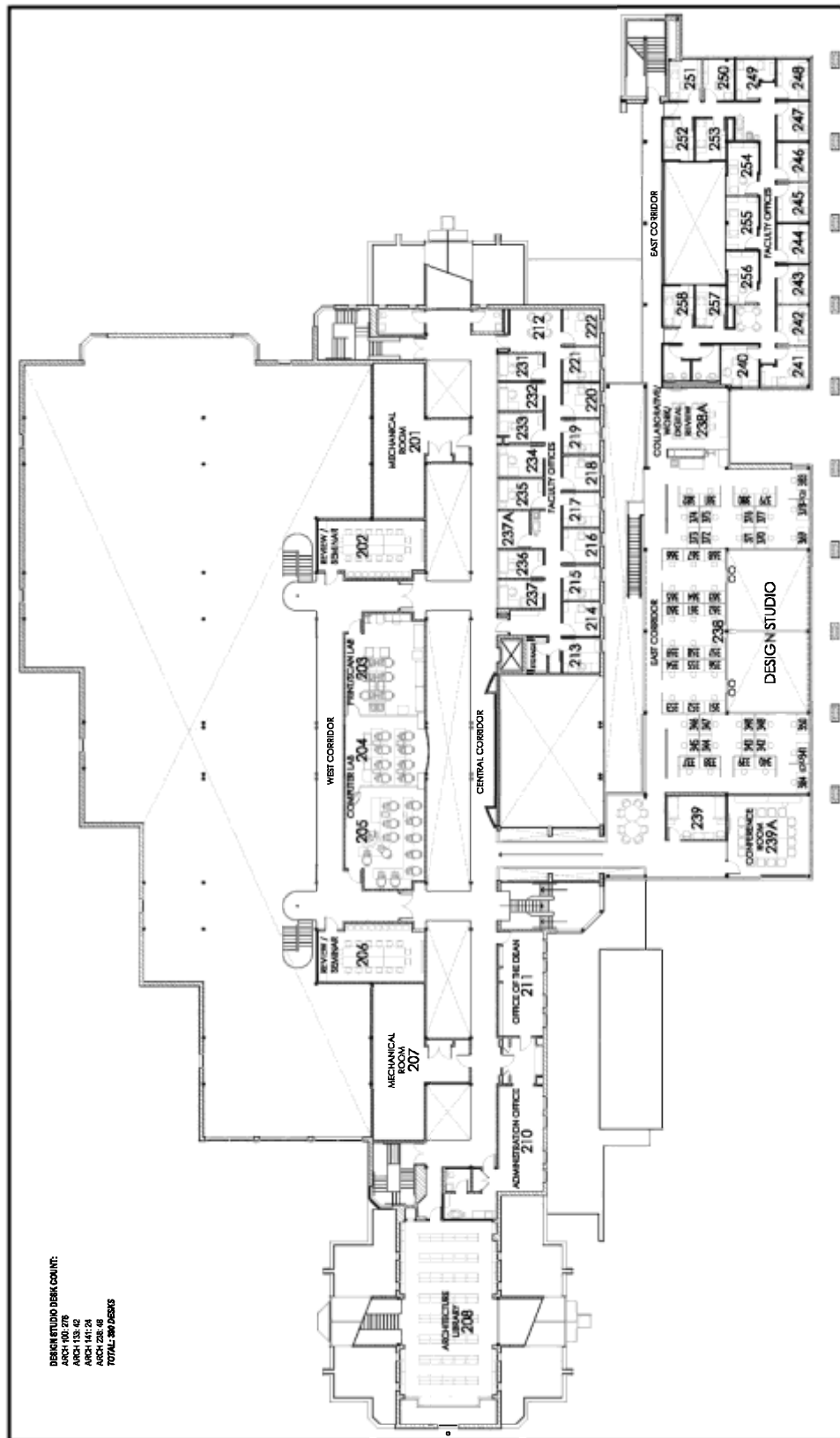


FIRST FLOOR

2016-2017

School of Architecture, Art and Historic Preservation | Room Guide

Notes: All design studio desks and lecture hall seats are wired with power and data. Each studio desk is also outfitted with a 27" Samsung display. Wi-Fi available throughout building



SECOND FLOOR

School of Architecture, Art and Historic Preservation	Room Guide	2016-2017
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Notes: All design studio desks and lecture hall seats are wired with power and data. Each studio desk is also outfitted with a 27" Samsung display. Wi-Fi available throughout building

Drawing not to scale

Information resources to support all learning formats and pedagogies in use by the program

Information Resources to the University

Roger Williams University is a member of OSHEAN, the Ocean State Higher Education Economic Development and Administrative Network providing Internet-based technology for its member institutions including ultra-broadband access to the Internet and Internet2, network security, disaster recovery, emergency preparedness, video conferencing and VoIP. The University maintains an ongoing plan for the upgrade, replacement and consolidation of systems, has a replacement/upgrade plan for network infrastructure, and maintains a 3-5 year faculty computer upgrade program through the CAPEX planning cycle. The university provides support services to students, faculty and staff through the Media Services Helpdesk in the University Library, whose services to students have improved since the 2012 visit.

Information Resources to the School

Information resources in SAAHP have been transformed beginning in 2012/13 through the development of two interrelated initiatives—the Samsung Design Studio, and the development of the rCloud computing infrastructure. These have resulted in our ability to provide all students with highest quality computing resources on campus and in remote locations, at lower cost than previously possible. In the process, we have been able to reclaim several former computer lab areas for review spaces. These developments were piloted in SAAHP, and have spread university-wide including the development of a University Learning Commons in 2015.

The Samsung Design Studio

In Fall 2013, following a yearlong pilot project involving 25 graduate students in two design studios, Samsung Electronics America President and RWU Trustee Tim Baxter (RWU '85) donated 27" monitors for all studio desks to create the Samsung Design Studio, along with 8 large format 55" interactive touch screens in conference and review spaces for student presentations and course offerings, and 10 thin client screens in the Architecture Library. Each studio desk now includes a 27" Samsung monitor to access cloud based computing resources described below. This development was featured in a Samsung Educational Case Study, which included production of a [video](#) promoting the development. The school subsequently acquired two additional mobile screens for flexible use. This initiative was begun in response to students' interest expressed through the Studio Culture Committee, strongly requesting more access to high quality computing than could be achieved with the 57 computers we had available in computer labs previously.

The rCloud

Beginning in 2013, the School migrated to a virtual desktop infrastructure (VDI) cloud computing strategy to provide collaboration, storage and access to applications from a centralized server. Working collaboratively with RWU leaders, integrator Logical Front, Dell Computing, NVidia, and Samsung, the School piloted a cloud based computing solution capable of working with high end Architecture computing needs, that has since been adopted university wide. rCloud allows for virtual desktops so students can log in to the server from their own computer 24/7 and open a desktop customized to their needs. Benefits include:

- Access to the software 24/7 from each computer or even a mobile device (including at Study Abroad locations)
- Every space becomes a collaborative learning/work space
- Consistent desktop environment regardless of local hardware/software – everyone has the same applications in the same versions
- Easier backup and recovery of full desktops and personalized settings
- Ability to stream to peripherals on the network such as printers, copiers, scanners etc.

RWU Information Technology provides [information on using rCloud for SAAHP students](#).

Server Hardware and Software includes:

- 12 Dell R720
- 12 nVidia K2 grid GPU
- 2 Dell R620
- Dell EqualLogic PS6510X Storage
- Citrix Netscaler
- Citrix XenDesktop 7.6 Enterprise Education (Citrix XenServer 6.2 as hypervisor)
- Citrix Receiver

Software available via the rCloud to all students, faculty and on computer lab machines includes:

A.N.D. Technologies PopUP
Adobe Creative Cloud
Adobe Systems Acrobat Reader
Adobe Systems Adobe AIR
ArcGIS
Autodesk Educational Master Suite (All)
Autodesk Maya
CATT CATT-Acoustic
Convex Hull for Rhino
Firezilla Client
Firefox
Flash Player
Flower for Rhino
Fraunhofer IBP WUFI 2D
Fraunhofer IBP WUFI 5
Fraunhofer IBP WUFI-DB 24
Fraunhofer IBP WUFI-ORNL/IBP
Google Earth
Google Chrome
IE 11
James J Hirsch Associates eQUEST
Java 2 SDK
LNBL THERM7
Makerbot Desktop
MediaCodec.org Windows Essential Codec
Mesh Flow for Rhino
Meshmixer
Microsoft Silverlight
Microsoft Skype
MS Office 2013
Multiframe
Neon Raytracer for Rhino
NIST CFD0 Editor
NIST CONTAM
Panel Tools for Rhino
Quicktime Player
Rhino
Sassafras Software K2 Keyserver Client
Section Tools for Rhino
Shockwave Player
SimpleViewer SimpleView
Smith Micro Software Stuffit Viewer
Sourceforge Audacity
Sourceforge D Scaler 5 MPEG Decoders

Thermal Energy Systems TESS Component Libraries 2.04
Thermal Energy Systems TRNSYS
Trimble Sketchup Pro
UCLA Heed Climate Consultant
UCLA Heed 4
VideoLAN VLC Media

Design Computing Lab – Computers, Printers, Plotters

SAAHP has downsized its computer labs since 2013, reducing from 58 computers to 39 in two computer labs through the implementation of the rCloud. Labs are now mostly used for directed instruction during class hours, and are under consideration for further transformation. Computer lab computers are Apple iMac i17 machines as before, whose specifications matter less as the processing power is handled through the rCloud server hardware outlined above. Printers and plotters include:

Printer Inventory - 2017					
#	Manufacturer	Model	Description	Type	Notes
1	Brother	MFC-J6920DW	Color Inkjet Multi-Function Center	Color Inkjet Printer	Ltr. - Tabloid
2	Epson	3880	Stylus Pro	Color Inkjet Printer	17" wide
3	Epson	3880	Stylus Pro	Color Inkjet Printer	17" wide
4	Epson	9880	Stylus Pro	Large Format Printer	44" wide
5	Epson	17270	SureColor	Large Format Printer	
6	Epson	9900	Stylus Pro	Large Format Printer	44" wide
9	Hewlett-Packard	P2055dn	LaserJet	B&W Laser Printer	Ltr. - Legal
10	Hewlett-Packard	5200dtn	LaserJet	B&W Laser Printer	Ltr. - Tabloid
11	Hewlett-Packard	5550dn	Color LaserJet	Color Laser Printer	Ltr. - Tabloid
12	Hewlett-Packard	5550dn	Color LaserJet	Color Laser Printer	Ltr. - Tabloid
13	Hewlett-Packard	8150dn	LaserJet	B&W Laser Printer	Ltr. - Tabloid, 160MB RAM
14	Hewlett-Packard	8150dn	LaserJet	B&W Laser Printer	Ltr. - Tabloid
15	Hewlett-Packard	8150dn	LaserJet	B&W Laser Printer	Ltr. - Tabloid
16	Hewlett-Packard	T1100ps	DesignJet	Large Format Printer	44" wide
17	Hewlett-Packard	T1100ps	DesignJet	Large Format Printer	44" wide
18	Hewlett-Packard	T1200ps	DesignJet	Large Format Printer	44" wide
19	Hewlett-Packard	T1200ps	DesignJet	Large Format Printer	44" wide
20	Hewlett-Packard	T2300ps eMFP	Large Format Scanner/Printer	Large Format Scanner/Printer	36" wide scanner / 44" wide printer
21	Hewlett-Packard	T1300ps	44" DesignJet PS e-Printer	Large Format Printer	44" wide, 160 GB HD
22	Hewlett-Packard	T1120	DesignJet	Large Format Printer	24" wide, Service ID: 02082
23	MakerBot	MP04948	Replicator 2 Desktop 3D Printer	3D Printer	Build Volume: 28.5 x 15.3 x 15.5 cm
24	MakerBot	MP05825	5th Generation Replicator Desktop 3D Printer	3D Printer	Build Volume: 25.2 L x 19.9 W x 15.0 H cm [9.9 L x 7.8 W x 5.9 H in]
26	Universal Laser System	PLS6.150D	ULS PLS6.150D Laser System	CO2 Laser Cutter	32"x18"
27	Universal Laser System	X-660	ULS X-660 Laser System	CO2 Laser Cutter	32"x18"
28	Universal Laser System	PLS6.150D	ULS PLS6.150D Laser System	CO2 Laser Cutter	32"x18"
29	ZCorp	310 Plus	ZPrinter 310 Plus	3D Printer	8"x8"x10"

Student Storage, Rendering, Printing

Students have access to permanent cloud storage accessible anytime, anywhere through Microsoft OneDrive (free 15 GB), Google Drive (free 30 GB on RWU Google accounts, and RWU Bridges My Workspace resources. Permanent local storage through portable external hard drives and personal computers, and temporary storage on the university's Personal U User Drive and the SAAHP S Shared Drives. These are cleared at the end of each semester.

Students are able to render files using several options that depend on which software program is being used. Autodesk AutoCAD or Revit are most efficiently rendered utilizing Autodesk 360 cloud service. For other applications, an SAAHP “rendering farm” was created from the downsizing of the computing lab in 2013, which has resulted in a 10-15 times reduction in rendering times needed for students projects. Student printing remains free on all plotting, and with minimal charge on 8.5x11 copies, in the interest of supporting student academic development while minimizing financial concerns.

Student Laptop Recommendations

Laptop Recommendations are provided to students in each entering year. Student computing needs have been reduced significantly since the 2013/14 adoption of the rCloud. [2017/18 Recommended Student Laptop Recommendations](#)

A description of any changes to the physical resources either under construction or proposed

There are no changes under construction or proposed currently. The university is beginning some discussions of potential longer term enrollment, but none that involve Architecture currently.

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.

There are no particular problems at this point. Space challenges formerly faced in the Architecture Library have benefitted from relocation of the RWU Visual Resources Center to the Main Library, moving less-frequently used materials to off-site storage and providing 1 day retrieval, and removal of second copies.

A description of how the program provides space for faculty to fulfill all four of their roles: teaching, scholarship, service and advising

Faculty fulfill their roles within the school's facilities, augmented by other university facilities including classroom and lecture hall spaces, and the University Library. For design studio instruction, teaching is undertaken in the Samsung Design Studio which was equipped in 2013 where instructors and students engage in work-in-progress development at individual student desks equipped with 27" Samsung screens. Group reviews involving studio sections taking place in nearby review spaces. Per the RWU Faculty Contract, all faculty have individual offices with personal laptop computers that are upgraded on a 4 year cycle. Faculty are able to meet with student advisees in their individual offices or in the school's conference rooms, and collaborate with other faculty in the school and university conference rooms in service activities. Our faculty undertake a variety of scholarly and professional practice activities, sometimes involving the Architecture Library for scholarly work, but most often off-campus to access research collections, and to interact with scholarly and professional colleagues.

Off-campus settings

Students in the BS in Architecture and Master of Architecture programs have the option to undertake study abroad at the following locations:

- Florence (undergraduate) with the International Studies Institute, Florence
- Barcelona (undergraduate and graduate) with the Barcelona Architecture Center

No NAAB Student Performance Criteria are fulfilled in these locations. NAAB Branch Campus Questionnaires have been completed for each location.

- [Florence](#)
- [Barcelona](#)

Use of MOOCs or Online Formats

No NAAB Student Performance Criteria are fulfilled utilizing MOOCs or online formats.

I.2.3 Financial Resources

A description of the institutional process for allocating financial resources to the professional degree program

The School has received consistent support since 2012 in all areas of the budget, as over previous visit cycles. The primary revenue source for the University and the School is from tuition and fees. The University distributes funds annually to support faculty salaries in accordance with the RWU Faculty Contract, and staff salaries as well as operating expenses through the Office of Academic Affairs and Office of Finance. The funds are allocated on a fiscal calendar basis from July 1-June 30.

Faculty payroll budgets increase annually as outlined in the 2012-2016 and 2017-2021 RWU Faculty Contracts, with annual percentage increases as follows:

<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	<u>2019/2020</u>	<u>2020/21</u>
2.25%	3%	3.25%	3.5%	2.25%	2.6%	2.75	2.85%	3%

Annual budgets since the 2012 Visit (exclusive of Facilities and Information Technology)

<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>
\$4,441,212	\$4,659,023	\$4,669, 827	\$4,648,771	\$4,598,532	\$4,669,089

**Fringe benefits not included*

Capital Expenditures are evaluated through a well-developed annual university-wide process organized by the Office of Finance. Requests from Academic Units and other areas are made annually in October, and then through a multi-stage review process approved budgets are arrived at in March. The School has received adequate support through this process since 2012 including support for:

- Cloud Computing Pilot (server, software) and 100 Samsung monitors
- Transforming computing in the school to a cloud-based system
- New laser cutters, Phase 1 of Samsung Design Studio chair installations, reclaiming former computer areas for 18 studio desks, creation of a Clay Studio for Arts coursework
- upgrading 3d printers, Phase 2 of Samsung Design Studio chair replacements

A description of the expense categories over which the program has control or influence

Budgeting is managed by the Dean's Office. In the interest of fostering school-wide and interdisciplinary activities between programs as well as program specific activities, budget expense categories include Dean's Office which supports activities across the school, as well as separate areas for Architecture, Art and Architectural History, and Historic Preservation.

Deans Office expense categories include:

1. Wages: Admin, Clerical Staff, Non-Union Staff
2. General Expenses: Lecturers, Office Supplies, Dues and Subscriptions, Software Supplies, Miscellaneous, Exhibitions, Seminars, Travel, Entertainment, Dining, Special Events, Faculty Recruitment, Equipment Operating and Rentals, Software Maintenance, Discretionary, Equipment, Furniture and Fixtures

Architecture Program expense categories include:

1. Wages: Full-Time Faculty, Part-Time Faculty, Overload Faculty, Independent Studies, Other Wages
2. General Expenses: Consultants, Lecturers, Office Supplies, Photocopying, Postage, Telephone, Mobile Phone, Miscellaneous, Accreditation, Travel, Student Field Trips, Student Bus Service, Instructional Materials, Equipment Repairs

A description of the revenue categories over which the program has control or influence

The Dean's Office works with the Office of Finance annually to project full-time and part-time undergraduate and graduate student enrollments in Fall, Winter, Spring and Summer programs. This does not involve control over revenue by the School, but at the same time operating expense allocations to the program are not affected by any fluctuations that occur.

A description of the scholarship, fellowships and grant funds available for student and faculty use

Undergraduate Students

The University awards Merit Scholarships to undergraduate students as part of the freshman and transfer entry processes. Architecture students received the following Merit Scholarship support since 2012:

Year	Students	Merit Scholarships	Students	Endowed Scholarships
2012/13	222	\$2,502,826	12	\$18,604
2013/14	198	\$2,267,876	9	\$18,649
2014/15	229	\$2,874,968	14	\$23,912
2015/16	254	\$2,874,968	21	\$42,172
2016/17	280	\$3,290,318	26	\$52,250
2017/18	340	\$4,228,396	15	\$32,208

Graduate Students

Beginning in 2012/13 as part of RWU's Affordable Excellence initiative, the University transformed its financial support for Master of Architecture students by providing between \$6000-\$7000 per student in merit aid for those entering with a 3.0 GPA or higher:

- \$7000 in merit scholarship per student who has completed RWU's BS in Architecture, with a 3.0GPA or higher. This aid is continued as long as the students maintain a 3.0 GPA, which is the requirement for good academic standing
- \$6000 in in merit scholarship per student who has completed an undergraduate degree from another institution with a 3.0GPA or higher. This aid is continued as long as the students maintain a 3.0 GPA, which is the requirement for good academic standing

Additionally, each graduate student is awarded \$3000 in support from the SAAHP Career Investment Program, to support on-campus graduate assistantships with faculty, or off-campus internships with registered architects. The Career Investment Program is managed through program is managed through the School. Career Investment Program funding offers annually were:

- 2012/13 \$369,000 allocated for 123 students
- 2013/14 \$318,000 allocated for 106 students
- 2014/15 \$267,000 allocated for 89 students
- 2015/16 \$300,000 allocated for 100 students
- 2016/17 \$303,000 allocated for 101 students
- 2017/18 \$330,000 allocated for 110 students

This is a remarkable level of financial support, which has transformed student internship opportunities, while also representing a financial investment in the architecture profession.

Endowed Scholarships and Project Funds

The School manages Endowed Scholarships awarded from interest income gained from reserve accounts for 4 endowed scholarships for Architecture students

- Undergraduate: Paul Arris Scholarship Fund \$3100 in 2016/17
- Undergraduate: Zachary Shapiro Scholarship \$2527 in 2016/17
- Graduate: Kaestle Boos Associates \$2050 in 2016/17
- Graduate: Raj Saksena Memorial Scholarship \$2200 in 2016/17

Additionally, the School has access to endowed funds supporting lectures:

- Historic Preservation Endowed Events Fund \$1546 in 2016/17
- Ganteaume & McMullen Lecture Series \$3189 in 2016/17

And project funds

- Tremco Sustainable Practices Partnership \$15,000 annually
- Center for Macro Projects & Diplomacy (variable)

Hassenfeld Family Foundation support—"Hassenfellows" Program

In 2016, Roger Williams University received a \$500,000 gift from the Hassenfeld Family Foundation to support engaged learning and service in the RWU Civic Scholars Program from 2016-2019.

Undergraduate and Graduate student "Hassenfellow" student leaders are eligible to receive funding up to \$3000 annually for their work with the Community Partnerships Center and in the SAAHP's Davidson Corps Environmental Service Group. In 2016/17 and 2017/18 date, 15 students are receiving support through this program.

Faculty Scholarship, Fellowship and Grant Funds available

Faculty Scholarship and Grant funds are available through the RWU Professional Development Fund, and the RWU Foundation to Promote Scholarship and Teaching. Funding totals (which are substantial) are outlined in I.2.1 Human Resources and Human Resources Development.

A brief summary of the following

- ***Pending reductions or increases in enrollment and plans for addressing these changes***
The University is preliminarily engaging beginning in Fall 2017 in discussions regarding potential long term increases in full-time and part-time enrollment university-wide. These have not to date involved the schools and programs.
- ***Pending reductions or increases in funding and plans for addressing these changes***
With enrollment discussions beginning in Fall 2017 above, plans to date have not involved the schools or programs yet
- ***Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes***
Funding models have not changed since the last visit. Faculty compensation and instruction budgets are confirmed through 2021 through the 2016-2021 RWU Faculty Contract. Contracts are usually negotiated on a four year interval.
- ***Planned or in-progress institutional development campaigns that include designations for the program (e.g. capital projects or enhancements)***
There are no planned or in-progress development campaigns involving capital campaigns or enhancements. However, the school is involved with support from the RWU Office of Institutional Advancement in furthering several existing partnerships
 - Samsung Electronics America—master purchase agreements for technology innovations in screen technology and virtual reality equipment
 - Tremco Roofing and Building Maintenance--\$15,000 annual support for the Tremco Sustainable Practices Partnership. 2017 onward includes collaborative efforts with partner universities, including efforts to create a funded consortium between 8-12 universities nationally on building envelope technology
 - 1772 Foundation—support for live urban development projects in southern New England involving RWU Architecture and Historic Preservation coursework, in conjunction with 3 other cities and universities

Additionally, the School is in process of clarifying with RWU Office of Institutional Advancement proposals to support a Teaching Practice Development Model for professional education and practice.

1.2.4 Information Resources

Institutional Context for Library and Information Resources

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. Professional staff members of the Architecture Library include the Architecture/Art Librarian, the Circulation Coordinator, and the part-time Evening Circulation Supervisor. Visual Resources services are provided by the Archives and Digital Services Specialist located in the University Library. All professional staff members report to the Dean of University Library Services. Work-study student employees supplement day and early evening coverage, and payroll student employees staff the library during late weeknight hours and on weekends.

Roger Williams University is a member of the Higher Education Library Information Network Consortium (HELIN) comprising seven academic libraries and providing access to approximately two million items via a regularly scheduled delivery service. Within the consortium, RWU is the sole institution offering architecture degree programs. As a result, the Architecture Library collections are well-used by the RWU campus community as well as other HELIN members. In turn, RWU architecture students benefit from the depth of specific collections at other institutions, particularly holdings in the visual arts at Rhode Island College, Salve Regina University, and Wheaton College.

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. Print collections include: a circulating collection (≈ 22,600 items), a reference collection (≈ 1,700 items), a reserves collection, and a periodicals collection (current and back issues). The Main Library, located nearby, holds the visual arts collection along with materials in other disciplines that support the architecture curriculum. The digital visual resources collection is available on a web-hosted platform, although a legacy 35 mm slide collection currently resides in the Architecture Library. Recommendations for books and other materials to be acquired by the library are encouraged and welcomed. The library strives to continually align its collections with the curricular and research needs of the architecture program. Please refer to the accompanying [RWU Libraries Collection Management Policy](#).

Books

Funding for the architecture/art book collections has generally been healthy over the past six years as the [accompanying table and notes](#) show. Maintaining sufficient funding, along with increases for inflation, will continue to be important to maintain the quality of the collection going forward. The number of electronic books in the collection has been growing as RWU has purchased various eBook packages. Such purchases will likely continue, helping reduce the need for additional shelving space and maximizing access to titles using available funds. Materials in the Architecture Library collections continue to be well used. While they comprise roughly 11% of the overall RWU Library collections, on average they have accounted for 29% of item check-outs over the past six years ([see statistics](#)). Given RWU's more modest library holdings compared to those of a research institution, there will be a continuing need for students and faculty to borrow materials from HELIN libraries and libraries outside the consortium. In 2016-17 RWU and the other HELIN libraries switched integrated library systems (ILS). The new system, Worldshare Management System (WMS) by OCLC, is in its development stage; however, it is improving steadily, and in time it will allow users to more readily discover and request materials from beyond RWU.

Periodicals

Since 2012 the RWU Library has expanded access to current journals through new subscriptions to journal databases. The Architecture Library provides access to [186 current journal and newsletter titles in architecture and the building disciplines](#), [12 in landscape architecture](#), [91 in urban design and planning](#), and [24 in historic preservation](#). As a measure of coverage, the Architecture Library provides access to 47 of the 51 titles on the Association of Architecture School Librarians (AASL) Core List of Periodicals and 20 of 33 titles on the Supplementary List. As a second measure, the library provides access to 201 of the 351 journal titles currently indexed by the Avery Index. In addition to current subscriptions, the library has

significant holdings of back issues and continues to obtain specific journal issues to fill gaps in the collection. To address the need for space as collections grow, the RWU Library now has compact storage for journal back issues in the lower level of the Law School building.

Media Materials

The RWU library subscribes to two streaming media collections that contain numerous films on architecture and related disciplines: *Films on Demand*, and *Kanopy*. The Main Library also holds a physical media collection (DVD, CD, VHS) that has additional titles. Faculty members may request materials for addition to the latter collection through the Collection Management Librarian who administers a dedicated budget for this purpose.

Electronic Resources

RWU users have access to the following subject-specific, subscription-based electronic resources: *Avery Index*, *Art Abstracts & Art Index Retrospective*, *Art Bibliographies Modern*, *Bibliography of the History of Art*, *Building Types Online*, *BuildingGreen Suite*, *GreenFILE*, *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 Complete, JSTOR, Lexis/Nexis, ProQuest Central, and many others.

Throughout its history the Architecture Library has collected bound print copies of architecture students' theses that are now shelved in the group study/seminar room in the library. 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

RWU subscribes to ARTstor, the art and architecture image database that provides access to over 1.8 million images. RWU's local collection of images, formerly stored and accessed through an on-campus server, was moved into the Shared Shelf portion of ARTstor in 2013. There are currently 111,310 images in the RWU collection and these images can be found and retrieved through the ARTstor interface. Through the Archives and Digital Services Specialist, faculty members can request new images to be scanned or photographed and added to the collection.

Services

Reserves

Physical course reserves are maintained at the Architecture Library desk on a semester-long basis. Faculty members can also make electronic course reserves available through Bridges (the course management system at RWU). The library provides scanning services to faculty members to create digital files from print documents for this purpose.

Information Literacy-Research Instruction

In addition to any information literacy-research (ILR) instruction received through the core curriculum, architecture students typically receive subject-based ILR instruction as part of three required courses. A precedent analysis project in ARCH 101 - Foundations of Architecture brings students to the library to research and begin the analysis of their building precedents. In this case, ILR instruction is individual, informal, and based on point of need. In ARCH 114 - Architectural Design Core Studio II, a more formal ILR instruction session typically introduces the building analysis project in the course. A similar formal session is typically scheduled as part of the research/analysis/writing assignment in ARCH 325 - History of Modern Architecture, and students in this course are prompted to expand the range and formats of the resources they use in their projects. The skills learned in these courses can be transferred as needs dictate. Faculty members throughout the architecture program expect students to make effective use of the Architecture Library's assets in order to successfully complete the work assigned.

Reference Service and Research Consultations

The Architecture/Art Librarian, the Circulation Coordinator, and the Evening Circulation Supervisor provide reference service for 62.5 of the 92.5 hours per week that the Architecture Library is open during a semester. During late-evening and weekend hours, student employees provide more limited information service. 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, and email. Online subject/course guides are available for architecture, historic preservation, and art and architectural history.

Current Awareness

Periodic announcements of Architecture Library services and resources are distributed via a faculty listserv, and the Architecture/Art Librarian attends monthly SAAHP faculty meetings to help coordinate library collections and services with the needs of the school. Books new to the collection are shelved in the new books section of the Architecture Library for a period of time to promote awareness. The Architecture/Art Librarian maintains an ongoing exhibit of faculty publications in the lobby of the SAAHP building and also mounts in the Architecture Library occasional exhibits of visual arts books from the Main Library on a specific artist or movement in the arts.

Staff

Architecture/Art Librarian

John Schlinke has served as the Architecture/Art Librarian for twelve 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. John is NCARB certified and practiced architecture for eight years and taught in an accredited architecture degree program for four years prior to becoming a librarian.

Circulation Coordinator

Claudia DeAlmeida, the Architecture Library Circulation Coordinator, has served in her position for ten 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. Claudia holds a Bachelor's degree in Education from Bridgewater State College.

Evening Circulation Supervisor (part-time)

Madeline Dalessio has served as the Evening Circulation Supervisor for ten 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.

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 original SAAHP building is approximately 30 years old and the Architecture Library occupies its originally allocated space of 4,521 net square feet in the building. During the semester, the Architecture Library is open 92.5 hours per week ([see typical schedule](#)). On the final two weekends of the semester, hours are extended to provide additional access to quiet study space.

Accessibility, Life Safety, and Disaster Planning

The 2012 Visiting Team Report found the program's physical resources to be adequate but expressed concern regarding ongoing issues of ADA compliance in the Architecture Library. To help address these issues the following steps have been taken:

- a. The circulating collection, formerly located on the first, mezzanine, and second floors was moved to the first floor to make it accessible. A wall will be removed in January 2018, eliminating dead end aisles in the compact shelving area to allow a fully accessible circulating collection.
- b. The reference collection and the back issues of periodicals (both of which tend to have greater electronic access compared to the circulating collection) were moved to the second floor.
- c. The information/circulation desk was replaced. The new desk has an ADA-compliant service point.

These changes were made to address accessibility issues to the degree possible within the constraints of the existing library footprint. They are viewed as interim progress until a more complete solution can be achieved.

There are adequate theft, fire, and natural hazard protections in place. A comprehensive plan for emergency procedures and disaster preparedness is regularly updated for the Main and Architecture Libraries.

Environmental Control and Building Envelope

The original two-pipe HVAC system makes the library vulnerable to temperature and humidity spikes during spring and fall system switchovers from heating to cooling and vice versa. The RWU facilities staff does its best to time the switchovers in order to minimize these spikes but the space can be uncomfortable at times. In summer 2012, the building skylights were replaced, improving daylighting in the library. Several points of water infiltration at the roof and glazing have been addressed, and with the exception of an ongoing leak at the bay window, the facilities are watertight.

Space and Furnishings

Since 2012, the carpeting on the first floor, mezzanine, and stair has been replaced. New computer tables and chairs were purchased and the original soft seating was reupholstered. The legacy slide collection was moved from room 111, and the room was converted to a group study/seminar space that also holds the SAAHP thesis collection. As noted above, a smaller service desk with an ADA-compliant service point was installed. Six new study carrels are scheduled to be installed in fall 2017. Regular maintenance and painting has been performed as needed.

Collection Shelving

Issues related to shelving capacity in the Architecture Library have been addressed in the following ways:

- a. By moving the periodical back issues to the second floor, additional shelving space for the circulating collection was gained in the compact shelving on the first floor.
- b. Some periodical back issues (only those that also have electronic access) have been moved to the library journal storage area in the lower level of the Law School building.
- c. Duplicate materials have largely been removed from the circulating collection, and some government documents that are available electronically through the catalog were also removed.
- d. Some materials in the visual arts (from LC call numbers N, NB, NC, ND, NE, and NK) were moved to the Main Library.
- e. An increasing amount of new materials are being acquired as eBooks, obviating the need for shelf space to house them.

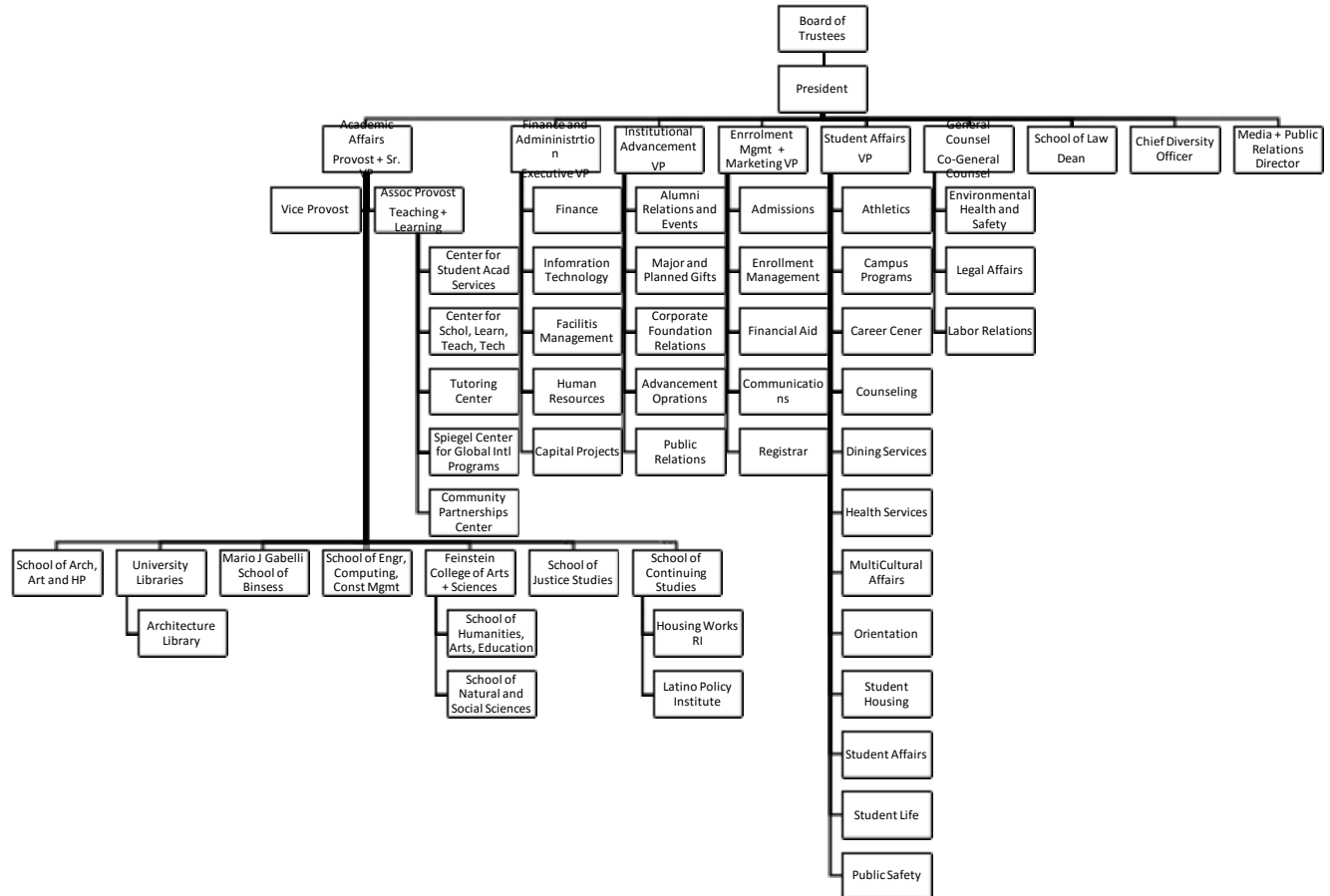
Equipment

As part of the Samsung educational technology initiative, the public computers in the Architecture Library were replaced with thin-client computers providing access to R-Cloud applications, and a 65-inch display monitor was installed in the group study room. A KIC Bookeye scanner was also purchased and it has proven to be an especially popular and valuable addition to the Architecture Library.

I.2.5 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. The Feinstein College of Arts & Sciences has an additional faculty Department Chair structure. The remaining units utilize a faculty Program Director structure for programs in the Mario J. Gabelli School of Business, School of Architecture, Art and Historic Preservation; School of Engineering, Computing and Construction Management, School of Justice Studies, School of Continuing Studies.

Within the School of Architecture, Art and Historic Preservation, each degree program area--Architecture, Art and Architectural History, Historic Preservation—has a Program Committee composed of faculty members teaching courses counting toward the program requirements, led by Program Directors. Architecture is led by Co-Directors (Beginning Studies, Advanced Studies) given the size of the programs (450+ undergraduate and graduate students). The primary charge of Program Directors involves Curriculum Development and Assessment responsibilities.

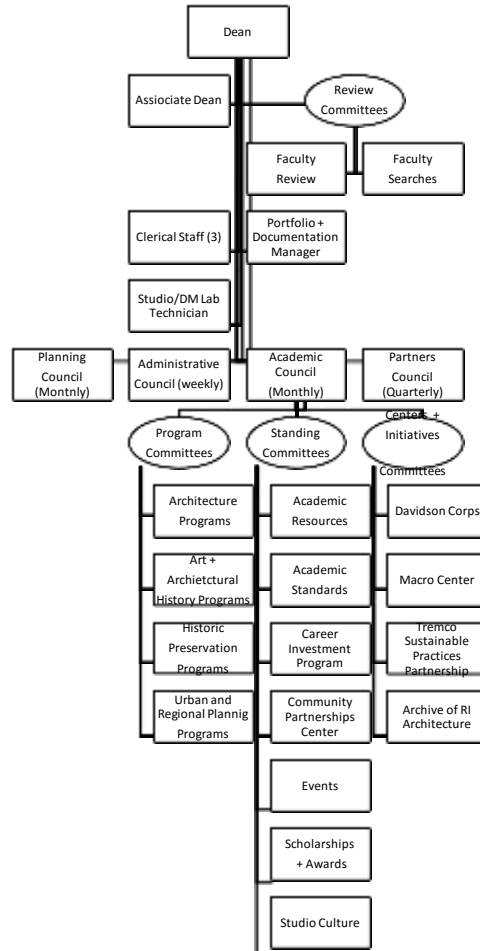
The School's Committees--Standing Committees, Centers + Initiatives Committees, and Review Committees--are interdisciplinary. The Architecture Library serves the Architecture Program while reporting to the Dean of University Libraries. School-wide Administrative Staff including Portfolio and Documentation Manager/Gallery Assistant, Studio + DM Lab Technician, and three clerical staff collaborate across the school. The School's extensive participation in community engaged projects is supported by the university-wide Community Partnerships Center, which facilitates outreach in a coordinated way.

Faculty are expected to participate on two levels:

- In program committees related to their coursework
- In at least one school-wide Standing Committee or Centers + Initiatives Committee.

Participation in Review Committees are governed by the RWU Faculty Contract in School Faculty Review Committees, University Faculty Review Committee, Professional Development Committee, and Sabbatical Committee.

School of Architecture, Art and Historic Preservation Organizational Structure



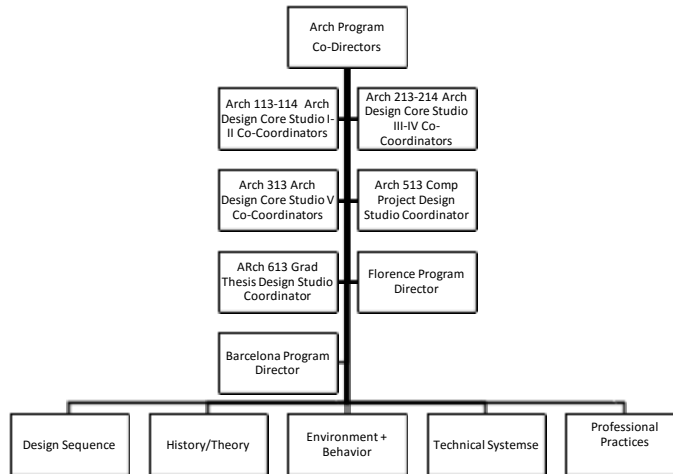
Architecture Program Organization

The Architecture Program is primarily charged with curriculum development and assessment of the BS in Architecture and Master of Architecture programs. The program is led by:

- Director of Beginning Studies: Anthony Piermarini, AIA, Assistant Professor of Architecture

- Director of Advanced Studies: Roberto Viola Ochoa, Visiting Assistant Professor of Architecture

Program committees align with curricular areas including Design, History/Theory, Environment + Behavior, Professional Practices. The Program convenes special committees on an ad hoc basis to address special program initiatives. 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
 Anthony Piermarini, AIA: Director of Beginning Studies, Assistant Professor of Architecture
- Arch 213-214 Arch Design Core Studio III-IV 7-8 sections per year, 12-13 students each
 Leonard Yui, AIA, Assistant Professor of Architecture; Greg Laramie, AIA, Associate Dean
- Arch 313 Arch Design Core Studio V 6-7 sections per year, 12-13 students each
 Mauricio Barreto, AIA; Julia Bernert, RA, Adjunct Faculty
- Arch 513 Comprehensive Project Design Studio 5 sections per year, 11-12 students each
 Roberto Viola Ochoa, Director of Advanced Studies, Visiting Assistant Professor of Architecture
- Arch 613 Graduate Thesis Design Studio 5 sections per year, 11-12 students each
 Andrew Cohen, AIA, Professor
- Florence Program: Arch 416/477/430 3 sections per year, 12-13 students each
 Carlo Achilli, Architetto, Director
- Barcelona Program: Arch 416/477/430 2 sections per year, 8-12 students each
 Miguel Roldan, Arquitecto, Director

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

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, which are confidential) 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 Directors 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 and staff with periodic student engagement, and is the voting body of the school. The Committee meets monthly.
- *The SAAHP Administrative Council* is composed of the School's Deans and Staff, and addresses the on-going administrative activities across the school. The Committee meets weekly.
- *The SAAHP Partners Council* is under development and will be composed of external partners and advisors with internal representation from faculty, students and staff. The Committee meets quarterly. A Partners Council conception is sought to help further the extensive engagement mission of the university and the school.

At the Committee Level:

- *Program Curriculum Development and Assessment Committees*: are organized by Program Directors for program faculty, and meet monthly. Over the past decade, Program Committees have been explicitly charged to include development and assessment together. This is implemented through a two-day Planning + Assessment format each semester, with a daylong "Walkabout" reviewing student outcomes achievements where faculty present their student work across the curriculum to each other, followed by a daylong Strategic session 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
- *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 to 6 year BS in Architecture + Master of Architecture degree sequence (NAAB Accredited Program)
- 3.5 year Master of Architecture Program (track under review for Substantive Change to NAAB Accredited Program)

A Minor in Architecture is also offered

Art and Architectural History Programs

- BA in Art and Architectural History

A 5-course Core Concentration is also offered, as well as a 6-course Minor in Art and Architectural History

Historic Preservation Programs

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

A Minor in Historic Preservation is also offered

Urban and Regional Planning Programs

- Graduate Certificate in Urban and Regional Planning

II.1.1 Student Performance Criteria

A Matrix for Each Accredited Degree Program offered, and each track for meeting the requirements of the professional degree program.

Roger Williams University School of Architecture, Art and Historic Preservation
Architecture Program Course Matrix

Bachelor of Science in Architecture (pre-professional degree program)																											
Assessment	NAAB Student Performance Criteria	Realm A: Critical Thinking & Representation								Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural			Realm D: Professional Practice				
		ABILITY: Professional Communication Skills								ABILITY: Design Thinking Skills										ABILITY: Investigative Skills			ABILITY: Architectural Design Skills				
		ABILITY: Design Thinking Skills	ABILITY: Investigative Skills	ABILITY: Architectural Design Skills	ABILITY: Ordering Systems	ABILITY: Use of Precedents	UNDERSTANDING: History and Global Culture	UNDERSTANDING: Cultural Diversity and Social Equity	ABILITY: Pre-Design	ABILITY: Site Design	ABILITY: Codes and Regulations	ABILITY: Technical Documentation	ABILITY: Structural Systems	ABILITY: Environmental Systems	UNDERSTANDING: Building Envelope Systems & Assemblies	UNDERSTANDING: Building Materials & Assemblies	UNDERSTANDING: Building Service Systems	UNDERSTANDING: Financial Considerations	UNDERSTANDING: Research	ABILITY: Integrated Evaluation & Decision-Making	ABILITY: Integrative Design	UNDERSTANDING: Stakeholder Roles in Architecture	UNDERSTANDING: Project Management	UNDERSTANDING: Business Practices	UNDERSTANDING: Legal Responsibilities	UNDERSTANDING: Professional Conduct	
A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5		
Foundation																											
ARCH 101								U	U																		
AAH 121								U																			
AAH 122																											
VARTS 101																											
Design																											
ARCH 113																											
ARCH 114																											
ARCH 213																											
ARCH 214																											
ARCH 313																											
History/Theory																											
ARCH 325																											
ARCH 322																											
Envir. /Behavior																											
ARCH 321																											
Tech Systems																											
ARCH 335																											
ARCH 231																											
ARCH 333																											
Pro Practices																											
ARCH 287																											

4+2 Master of Architecture (accredited professional degree program)																											
Design																											
ARCH 416																											
ARCH 513																											
ARCH 613																											
Envir. /Behavior																											
ARCH 522																											
Tech Systems																											
ARCH 331																											
ARCH 332																											
ARCH 434																											
ARCH 435																											
Pro Practices																											
ARCH 488																											
ARCH 542																											
ARCH 641																											

Description of the Pedagogy and Methodology used to address Realm C

Achievement of Realm C Integrative Architectural Solutions is developed most fully in Arch 513 Comprehensive Project Design Studios, and Arch 641 Graduate Thesis Research Seminar and Arch 613 Graduate Architectural Design Studio, with support from exercises in Arch 313 Architectural Design Core Studio V, and Arch 522 Environmental Design Research.

- **C1: Research.** *Understanding of the theoretical and applied research methodologies and practices used during the design process*

Arch 513 Comprehensive Design Studio has evolved an Integrative Design approach, where research happens at different scales. The first step consists of a thorough understanding of the site and its context in all of its layers. These include city/site history, geography, urban morphology, green systems, environment and socio/cultural relevant matters. The students are asked to find the relationships between all these layers and construct a comprehensive narrative about the site and its context which will inform the design decisions they choose to implement later. The second step of research is at a technical level, both in terms of program elements and building components. Once the students begin to implement technical strategies for envelope and mechanical systems they are required to do research on materials, systems, etc... they choose to implement.

Students then progress in the Thesis Year into Arch 641 Graduate Thesis Research Seminar; a seminar and research class, the objective of which is to prepare students for the Graduate Thesis Design Studio. Students demonstrate here their understanding of the relationship between several topics pertaining to the production of an architectural work, and provide specific documentation of their research and understanding of these issues. Specific research assignments are given in the programming, site analysis, code analysis (building, zoning, and environmental regulations specifically focusing on accessibility, life safety and environmental performance. These assignments gather information on all performance criteria that will be brought to bear on the design process for the Arch 613 Graduate Thesis Studio project, and are collected in a Thesis Research Document the document that is the basis of the Thesis Design Studio. Students are directed to seek out writings on thematic topics in several study areas which inform their particular topics, and demonstrate the relationship of those writings to the issues that they are researching. This research is tested and amplified in the Arch 613 Graduate Thesis Design Studio, as the iterative nature of the design process often leads to a reanalysis and reassessment of conclusions and approaches derived from the original documents.

- **C2: Integrated Evaluations and Decision-Making Design Process.** *Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions and predicting the effectiveness of implementation.*

As in C1, in Arch 513 Comprehensive Project Design Studio required achievement of C2 Integrative Evaluations and Decision-Making Design Process occurs at several scales. The development of the research narrative on the site and its context, provides a basis for initial design implementation. The students become aware of the implications of each of the decisions that they make in terms of their intervention work with or modify the structure of the site, and how environmental information shapes building form and organization. The smaller scale is that of the building systems. Students work with Climate Consultant in the initial research stages which gives them a precise understanding of all the layers of climate and comfort. Using that data in combination with design intentions, they develop passive and active strategies as well as decisions on envelope.

In Arch 613 Graduate Thesis Design Studio, the design process commences on multiple scales: site/primary building form and spatial characteristics, and conceptual detail level. The program generated in the research seminar is tested against the physical site selected and multiple approaches to integrating the built implications of the project on the site are explored. These forms and designs are evaluated and assessed through the review process at two further points in the studio, at which time the integration of

additional systems (structure, envelope, landscape, environmental stewardship, etc.) into the project has gradually occurred.

- **C3: Integrative Design.** *Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.*

In Arch 513 Comprehensive Project Design studio, regarding environmental stewardship, environmental systems, and site conditions, in Arch 513 students learn to thoroughly evaluate environmental data and develop responsible hybrid solutions that include both passive and active systems. They learn how to read and interpret psychrometric charts, wind roses, radiation data, relative humidity and temperature at all levels (day, monthly averages and yearly averages) to precisely understand which strategies apply and when. In addition, we have introduced the use of Sefaira, and extension for Sketchup which allows the students to test the implications of general design moves in terms of energy performance.

Regarding technical documentation, life safety, accessibility, structural systems and building envelope, each student is required to compose a set of formatted drawings. This set includes occupancy loads, fixture count, egress systems, site plan, all plans, all elevations, relevant sections, typical wall section, 3d assembly, structural narrative, all structural plans, structural axon, mechanical narrative, all mechanical plans, mechanical axon, load calculations and integrated axon (envelope, mechanical, structural).

Regarding structural systems, building envelope, assemblies, environmental systems, In addition to the formatted set of drawings, the students develop a monograph of their project in which they explain in detail, through a combination of diagrams, text and research the conceptual reasoning and the technical resolution of each of the components of their project. For structural performance, we have begun to introduce the use of software such as Multi-frame, which allows the student to review the performance of their structural concepts. Work sessions with ARUP Associates, Boston for mechanical/environmental and structural are organized at their offices, in which each student has a one on one conversation with each consultant. For envelope, work sessions with SGH are organized at school. Final reviews are organized in gallery style format, with each student going through two 45 minute sessions focusing on design (session 1) and technical matters (session 2). Other members of the faculty have become excellent support on the day to day work that the students develop and we encourage the students to reach out when needed. Lectures on Sustainability, Mechanical Systems, Structure and Building Envelope are organized along with regular studio sessions. These lectures combine general overview of concepts as well as detailed case studies.

In Arch 613 Graduate Thesis Design Studio, building on achievements in Arch 513, each student is expected to demonstrate a compliant enclosure system, a coherent method of providing environmental control, adequate egress systems, complete accessibility, and adequate provision for health, safety and welfare.

A brief description of the methodology for assessing student work (i.e. “high” v. “low” pass)

Student work is evaluated at the end of each semester as part of the School's curriculum “Walkabout” format which is part of our twice-yearly Self-Assessment convening process. Student work selected for review from particular courses is presented among the faculty. Discussions ensue regarding achievement of objectives at high and minimum pass levels, in some cases with adjustments of course assignments to better address criteria in upcoming semesters. For the NAAB Visit, this process is undertaken comprehensively across all courses fulfilling NAAB Student Performance Criteria, as well as in particular topical studios and seminars that are important achievements of the program's scope of offerings.

In preparation for the NAAB Visit, following overview sessions led by Program Directors to identify courses that would have the top 2-3 best examples fulfilling SPC's, faculty members first make preliminary selections of what they deem high and low pass work fulfilling the SPC's in required courses. Program Directors then review these with faculty colleagues, to clarify and hone best representative

examples. Faculty are generally familiar with the high and low pass performances in suggesting examples, which are represented in course grading.

II.2.1 Institutional Accreditation

A copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

[2017 RWU NEASC Accreditation Letter](#)

II.2.2 Professional Degrees and Curriculum

A table showing the distribution of General Studies, Required Professional Studies, Optional Studies

BS + Master of Architecture

Requirements	BS in Arch Pre-Professional	Additional Undergrad Courses/Credits	Graduate MArch	BS / MArch Totals
University Core Requirements	14 courses 3 Writing and Math Skills 5 Interdisciplinary Core 5 Core Concentration (from Arts + Sciences) 1 Capstone Senior Seminar			14 courses 45 credits
University Electives	2 courses Non- Arch Electives			2 courses 6 credits
Foundation	4 courses Arch 101 Found of Arch VARTS 101 Found of Dwg I AAH 121-122 History of Art + Architecture I-II			4 courses 12 Credits
Design	6 studios 5 Arch Design Core Studios: Arch 113, 114, 213, 214, 313 1 Adv Studio: Arch 413/416	1 studio 1 Adv/Topical Studio: Arch 413/416	4 studios Arch 513 Comp Proj Studio 2 Arch 515 Gr Arch Studios Arch 613 Gr Thesis Studio	11 studios 55 credits
History / Theory	3 courses Arch 322 Theory of Arch Arch 325 Hist of Mod Arch 1 Intermediate Hist/Theory		1 course 1 400-500 Adv/Graduate Hist/Theory(from menu)	4 courses 12 credits
Environment + Human Behavior	1 course Arch 321 Site + Environment		1 course Arch 522 Env Des Research	2 courses 6 credits
Technical Systems	3 courses Arch 231 Con Mat + Assem I Arch 333 Building Systems Arch 335 Structure, Form & Order	4 courses Arch331 Con Mat+Assem II Arch 332 Acous + Lighting Arch 434 Design of Struct I Arch 435 Design of Struct II		7 courses 21 credits
Professional Practices	1 course Arch 287 Intro to Computer Applications	1 course Arch 488 Computer Applications for Pro Practice	2 courses Arch 542 Prof Practice Arch 641 Grad Thesis Research Seminar	4 courses 12 credits
Architecture Electives	1 course 1 400/500 level Arch Elective		3 courses 500 level Gr Arch Electives	4 courses 12 credits
Total	120 credits	20 credits	41 Credits / 38 minimum graduate credits	181 credits

A list of the minors or concentrations students may elect to pursue for each accredited degree

A feature of a Roger Williams University undergraduate education is the requirement to complete a Core Concentration (5 courses) in another area of study outside of the major in a liberal arts and sciences area, which can become a Minor (6 courses) with the addition of one additional course. Core Concentrations are available in:

- Foreign Languages and Cultures
Chinese, French, German, Italian, Latin, Portuguese, Spanish
- The Social Sciences
American Studies, Anthropology + Sociology, Economics, Educational Studies, History, Political Sciences, Psychology
- Interdisciplinary Studies
Gender & Sexuality studies, International studies, Sustainability Studies, Urban Studies
- Mathematics and the Sciences
Biology, Chemistry, Computer Science, Environmental Science, Marine Biology, Mathematics, Physics
- Humanities and the Arts
Art and Architectural History, Creative Writing, Dance/Performance, English Literature, Global Communication, Graphic Design, Music, Performing Arts, Philosophy, Professional and Public Writing, Theatre, Visual Arts Studies (includes focuses in Film/Animation/Video, Painting/Drawing/Printmaking, Photography/Digital Media, Sculpture)

Minors are available in all of the areas above, as well as in professional areas including Historic Preservation, Sustainability Studies, Urban Studies, Business, Construction Management, Computer Science, Engineering, Justice Studies and Legal Studies.

Popular Core Concentration and Minor areas for BS in Architecture students include Art + Architectural History, Historic Preservation, Sustainability Studies, Urban Studies, Visual Arts Studies

At the graduate level, Master of Architecture students can complete Graduate Certificates (five courses) in Historic Preservation, and Urban and Regional Planning

A list of the minimum number of semester credit hours or the equivalent number of quarter hours required for each semester or quarter, respectively.

Program requirements are outlined in two ways:

- Program Outline: an outline framing a semester by semester sequence over the 4+2 program
- Degree Plan: an outline framing program requirements by curricular area

Both are used by students and faculty in student advisement and program development.

CATALOG: **2017 / 2018**

TOTAL: 143 undergraduate credits + 38 graduate credits = 181 credits minimum

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 + 1.5/2 professional degree sequence. Students not meeting eligibility requirements may reapply for admission as soon as the following semester.

arch m-arch outline 2017.xlsx

Name:	Advisor:	Update:
Roger Williams University		
SCHOOL OF ARCHITECTURE, ART & HISTORIC PRESERVATION		
Degree Plan:	BS in Architecture / Master of Architecture 4 + 2	
Catalog:	2017 / 2018	Student ID#:
Required Courses	RWU	Waive Transfer
ARCHITECTURE REQUIREMENTS	36 Courses	130 Credits
I. Foundation	4 Courses	12 Credits
1 ARCH 101 Foundations of Architecture	☐	☐
2 AAH 121 History of Art and Architecture I	☐	☐
3 AAH 122 History of Art and Architecture II	☐	☐
4 VARTS 101 Foundations of Drawing	☐	☐
II. Design	11 Courses	55 Credits
1 ARCH 113 Architectural Design Core Studio I	☐	☐
2 ARCH 114 Architectural Design Core Studio II	☐	☐
3 ARCH 213 Architectural Design Core Studio III	☐	☐
4 ARCH 214 Architectural Design Core Studio IV	☐	☐
5 ARCH 313 Architectural Design Core Studio V	☐	☐
6 ARCH 413 Advanced Architectural Design Studio	☐	☐
7 ARCH 416 Advanced Topical Design Studio: Urban	☐	☐
8 ARCH 515 Graduate Architectural Design Studio	☐	☐
9 ARCH 515 Graduate Architectural Design Studio	☐	☐
10 ARCH 513 Comprehensive Project Design Studio	☐	☐
11 ARCH 613 Graduate Thesis Studio	☐	☐
III. History and Theory	4 Courses	12 Credits
1 ARCH 325 History of Modern Architecture	☐	☐
2 ARCH 322 Theory of Architecture	☐	☐
3 *	☐	☐
4 **	☐	☐
<u>*Intermediate History and Theory Electives (one required)</u> ARCH 324 Evolution of Urban Form ARCH 327 History of American Architecture ARCH 328 Renaissance Architecture ARCH 329 History of Landscape Architecture AAH 321 Art and Architecture in the Classical World AAH 322 Art and Architecture in the Medieval World AAH 323 Art and Architecture in the Islamic World AAH 330 Topics in Art and Architectural History HP 351 History and Philosophy of Historic Preservation <u>**Advanced History and Theory Electives (one required)</u> ARCH 475 Frank Lloyd Wright: A Life's Work ARCH 478 Dutch Architecture: An Enduring 20th Century Legacy ARCH 530 Special Topics in Architecture AAH 560 The Newport Seminar ARCH 573 Modernism in the Non-Western World: A Comparative Perspective ARCH 575 Contemporary Asian Architecture and Urbanism ARCH 576 Theoretical Origins of Modernism ARCH 577 The American Skyscraper HP 351 History and Philosophy of Historic Preservation HP 391 Architecture and Historic Preservation Abroad HP 530 Special Topics in Historic Preservation		
IV. Environment and Behavior	2 Courses	6 Credits
1 ARCH 321 Site & Environment	☐	☐
2 ARCH 522 Environmental Design Research	☐	☐

Name:	0	Advisor:	Update:
Roger Williams University			
SCHOOL OF ARCHITECTURE, ART & HISTORIC PRESERVATION			
Degree Plan:	BS in Architecture / Master of Architecture 4 + 2		
Catalog:	2017 / 2018		Student ID#:
Required Courses	RWU	Waive	Transfer
VI. Technical Systems	7 Courses		21 Credits
1 ARCH 335 Structure, Form & Order	☐	☐	☐
2 ARCH 434 Design of Structures I	☐	☐	☐
3 ARCH 435 Design of Structure II	☐	☐	☐
4 ARCH 231 Construction Materials & Assemblies I	☐	☐	☐
5 ARCH 331 Construction Materials & Assemblies II	☐	☐	☐
6 ARCH 332 Acoustics & Lighting	☐	☐	☐
7 ARCH 333 Building Systems: Equipment for Buildings	☐	☐	☐
VI. Professional Practices	4 Courses		12 Credits
1 ARCH 287 Intro to Computer Applications in Design	☐	☐	☐
2 ARCH 488 Computer Applications for Pro Practice	☐	☐	☐
3 ARCH 542 Professional Practice	☐	☐	☐
4 ARCH 641 Graduate Thesis Research Seminar	☐	☐	☐
VII. Architecture Electives	4 Courses		12 Credits
1 _____	☐	☐	☐
2 _____	☐	☐	☐
3 _____	☐	☐	☐
4 _____	☐	☐	☐

Architecture Electives: Students must take a minimum of three (3) at the graduate level (500 level or above).

Undergraduate Electives (may select one from this list)

ARCH 430 Special Topics in Architecture
 ARCH 461 Introduction to Landscape Architecture
 ARCH 472 Modern Urban Design Theory
 ARCH 477 Architecture in Context
 ARCH 484 Construction Estimating and Scheduling
 ARCH 487 Digital Modeling
 ARCH 492 Writing About Architecture
 HP 300 level or above courses

Graduate Electives (minimum of three required)

Graduate Certificates in Historic Preservation and Urban & Regional Planning can be earned with 5-electives in an area

Historic Preservation

HP 501 Fundamentals of Historic Preservation
 HP 525 Preservation Economics
 HP 526 Preservation Law and Regulation
 HP 582L Architectural Conservation Lab
 HP 681L Historic Rehabilitation Workshop
 PLAN 501 Introduction to Urban & Regional Planning
 PLAN 582L Interdisciplinary Planning Workshop

Sustainable Design

ARCH 521 Sustainable Design Seminar
 ARCH 533 Detailing the High-performance Envelope
 ARCH 535 Introduction to Proactive Simulation
 ARCH 536 Special Topics in Sustainable Design
 ARCH 593 Sustainable Paradigms
 ARCH 594 Urban Ecology

Graduate Electives continued (minimum of three required)

Urban and Regional Planning

Arch 524 Evolution of Urban Form
 ARCH 529 History of Landscape Architecture
 ARCH 537 Special Topics in Urban Design
 ARCH 561 Landscape Architecture: Theory and Practice
 ARCH 572 Urban Design Theory
 PLAN 501 Introduction to Urban & Regional Planning
 PLAN 521 GIS for Planning, Design & Construction
 PLAN 582L Interdisciplinary Planning Workshop

Digital Media

ARCH 535 Introduction to Proactive Simulation
 ARCH 538 Special Topics in Digital Media
 ARCH 586 Processing
 ARCH 587 Advanced Computer Applications in Design
 ARCH 588 Digital Manufacturing
 ARCH 589 4D (Four Dimensional)

Additional Architecture Electives

ARCH 574 Regionalism in Architecture
 ARCH 530 Special Topics in Architecture
 ARCH 606 Field Research Seminar
 ARCH 616 Collaborative Workshop

Name:	Advisor:	Update:
Roger Williams University		
SCHOOL OF ARCHITECTURE, ART & HISTORIC PRESERVATION		
Degree Plan:	BS in Architecture / Master of Architecture 4 + 2	
Catalog:	2017 / 2018	
		Student ID#:

Required Courses	RWU	Waive	Transfer	Course/College/Semester/Grade
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UNIVERSITY CORE CURRICULUM		14 Courses	45 Credits
A. Skills		3 Courses	10 Credits
1	WTNG 102 Expository Writing	☐	☐
2	WTNG 200 Critical Writing for the Humanities & Soc. Sci.	☐	☐
3	MATH 136 or Precalculus (4 credits) or MATH 213+L Calculus I (4 credits)	☐	☐
B. Interdisciplinary Core		5 Courses	17 Credits
1	* PHYS 109L Physics I (Algebra) + Lab or PHYS 201L Physics I (Calculus) + Lab (4 credits)	☐	☐
2	* NATSC 103 Earth Systems Science + Lab or BIO 104 Biology II + Lab or Core 101 (4 credits)	☐	☐
3	CORE 102 History and the Modern World	☐	☐
4	CORE 103 Human Behavior in Perspective	☐	☐
5	CORE 104 Literature, Philosophy, & the Ascent of Ideas	☐	☐

***Core 101/105 Substitutions:**
 Architecture majors are required to take either PHYS 109 Algebra based or PHYS 201 Calculus based **AND** a second Lab Science. This can be NATSC 103 Earth Systems Science + Lab or Bio 104 Biology II + Lab or CORE 101 Discoveries in Context. In place of Core 105 all students in SAAHP take AAHP 121 / 122 (see Foundations).

C. Core Concentration		5 Courses	15 Credits
1		☐	☐
2		☐	☐
3		☐	☐
4		☐	☐
5		☐	☐

Core Concentrations Available:
 Foreign Languages (French, German, Italian, Portuguese, Spanish) Biology, Chemistry, Environmental Science, Marine Biology, The SEA Semester, Computer Science, Mathematics, American Studies, Anthropology/Sociology, Economics, History, Political Studies, Psychology, Art and Architectural History, Visual Arts Studies (Painting/Drawing/Printmaking, Sculpture, Photography/Digital Media) Film Animation Video, Creative Writing, Dance, English Literature, Music, Global Communication, Graphic Design, Philosophy, Theatre, Writing Studies, Interdisciplinary Core Concentrations Studies Abroad

D. The Core Interdisciplinary Senior Seminar		1 Course	3 Credits
1		☐	☐
UNIVERSITY ELECTIVES		2 Courses	6 Credits
1		☐	☐
2		☐	☐

University Electives: Completion of two electives outside of the major is required for graduation. WRTG 100, MATH 117, MATH 135 are considered prerequisites to required skills courses and DO NOT count as electives toward the BS in Architecture degree program. Students are encouraged to take additional electives, either within the major or outside of the major, in order to explore external minor or dual-major opportunities or to advance their studies within the major.

TOTAL COURSES REQUIRED FOR GRADUATION:	52 courses	181 Credits
Architecture Requirements:	36 courses	130 Credits
<i>(of which 10 courses/38 credits minimum at Graduate Level - 500 level or above)</i>		
University Core Curriculum:	14 courses	45 Credits
University Electives:	2 courses	6 Credits

A list of off-campus programs, description of facilities and resources, course requirements, length of stay

Architecture students are able to participate in optional semester-long Study Abroad Programs as juniors or seniors in Florence and Barcelona, and as graduate students in Barcelona. Undergraduate students have completed two years of prior study, graduate students have completed their undergraduate degrees. The School offers a special topic Winter Session Study Trip to Germany.

Florence Program—RWU Architecture Program at the International Studies Institute, Florence

At the undergraduate level, since 2001 the Architecture Program has participated in Roger Williams University's Florence Program offered in conjunction with the [International Studies Institute](#), formerly the Institute for Fine and Liberal Arts at Palazzo Rucellai, located in central Florence.

The Program is led and taught by architect-educator Carlo Achilli who teaches with other Italian adjunct faculty practitioners and academics, who have framed their courses within the learning outcomes format of Roger Williams University that follows the NAAB Student Performance Criteria categories. The program is also visited by our faculty and deans. The studio and elective courses are designed to integrate in-class teaching with visits to construction sites and fieldtrips to other relevant destinations. Students sketch on-site and evaluate ideas for a team project—the culmination of the advanced design studio course. The program also encourages mastery and skillful integration of the complex set of variables—artistic, technical, and philosophical—that underlie the successful design of any constructed environment. Students Participants are required to enroll in the following curriculum:

- Arch 413 Advanced Architectural Design Studio (5 credits)
- Arch 477 Architecture in Context: Florence (3 credits)
- Italian Language: The Florence Experience (4 credits)
- Free Elective (3 credits), chosen from an extensive menu of courses on art + architectural history, Italian culture, film and other areas

Student design studios and seminar spaces are at [Palazzo Bargagli](#), with some classes offered at Palazzo Rucellai, both in the historic center of Florence. All participants are provided with their own individual drafting tables and workspace, and have access to review and seminar rooms, design computing laboratory, architecture library, modelling studio, and exhibition gallery. Annually updated software packages in the design computing laboratory include the complete Autodesk Suite (AutoCAD, Revit, Maya, 3D Studio Max), Adobe Design Premium Creative Suite (Acrobat, Dreamweaver, Flash, Illustrator, InDesign and Photoshop, Form Z), and large format color printers and plotters. The Architecture Design Studio is entirely networked for student laptop wireless access. Students can also access the RWU rCloud software from our Bristol campus. Since 2015 the University of Maryland has begun to participate at this site.

Barcelona Program—at the Barcelona Architecture Center

Beginning in 2015, RWU undergraduate and graduate Architecture students may participate in another semester-long Study Abroad opportunities in Barcelona, at the [Barcelona Architecture Center](#) in conjunction with Clemson University and Texas A&M, along with a consortium of 10 Japanese universities. The Center is located in a district adjacent to the Gothic Quarter, in Eixample, a district adjacent to the Gothic Quarter constructed in the 19th and early 20th centuries by Cerdà, and is a short walk from La Rambla, the old port and seafront, numerous historical and architectural points of interest.

The program is led by architect-educator Miguel Roldan, who teaches with other Spanish adjunct faculty, and who have framed their courses within the learning outcomes format of Roger Williams University that follows the NAAB Student Performance Criteria categories. The program is also visited by our faculty and deans. The studio and elective courses, all taught by practicing architects and academics, are designed to integrate in-class teaching with visits to construction sites and fieldtrips to other relevant destinations. Students Participants are required to enroll in the following curriculum:

- Arch 413 Advanced Architectural Design Studio (6 credits) or
Arch 515 Graduate Architectural Design Studio (6 credits)

- Arch 477 Architecture in Context (3 credits), includes extensive travel to major sites of contemporary European Architecture.
- Arch 430/530 Construction (3 credits)
- Span 101 Spanish Language and Culture (2 credits)
- Arch 430/530 Field Studies (3 credits)

The [BAC includes large flexible studio working space](#) accommodating up to 40 students each with their own studio space, seminar classroom spaces, an administrative area, as well as a small library and service areas. Students have access to updated software package including the complete Autodesk Suite (AutoCAD, Revit, Maya, 3D Studio Max), Adobe Design Premium Creative Suite (Acrobat, Dreamweaver, Flash, Illustrator, InDesign and Photoshop, Form Z), and large format color printers and plotters. The studio is networked for student laptop wireless access. Students can also access the RWU rCloud software from our Bristol campus.

Graduate Short-Term Program Option: Faculty Led Trips

Master of Architecture students may also participate in elective short-term, 3-week Winter or Summer study trips of 3 credits each led by Architecture faculty. The most recent offered in Winter 2013 and 2015 included Arch 530: Sp Topics: Munchen Bau—Sustainable Insights, taught by Associate Professor Patrick Charles. The courses provided the opportunity to visit Munich, Stuttgart, Ulm and Augsburg, tour numerous buildings and museums, meet with architecture, engineering and consulting firms, as well as to visit BAU, the Munich-based world-class biennial trade fair exhibit on construction materials and technologies. Attending BAU's exhibits and public conferences on innovative architecture and sustainability provide valuable insights into a European perspective on the future of construction, high performance buildings, and sustainable architecture.

A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree programs, especially pre-professional degree in architecture and post-professional degrees

The School of Architecture, Art and Historic Preservation offers the following degree programs:

- Architecture
BS in Architecture (pre-professional degree)
Master of Architecture (NAAB-accredited degree) (includes 4+2 advisement)
- Art + Architectural History
BA in Art + Architectural History
- Historic Preservation
BS in Historic Preservation
MS in Historic Preservation (includes 4+1 advisement)
Joint JD + MS in Historic Preservation (with School of Law)

Minors are offered in Architecture, Art + Architectural History, and Historic Preservation
Graduate Certificates are offered in Historic Preservation, and Urban and Regional Planning

II.3 Evaluation of Preparatory / Pre-Professional Education

A description of the policy or policies regarding admission requirements and admissions decisions

Undergraduate Admission

High School students who are completing a High School diploma or GED are eligible for undergraduate admission. Students are required to submit official High School transcripts, a minimum of 1 letter of

recommendation. SAT or ACT scores are optional for all except Education majors, through [RWU's Test Optional Policy](#).

Architecture applicants are admitted on the basis of academic excellence and potential in areas relevant to the profession of architecture as demonstrated by the required materials submitted for admission. Architecture applicants must have completed a minimum of one year of geometry and two years of algebra in high school. Transfer students are encouraged to have successfully completed pre-calculus. Proficiency in trigonometry and physics is necessary for students to take required college-level courses in calculus and structural systems. Students who lack this proficiency are eligible to apply but must complete the necessary course work before taking calculus and structural systems. Courses taken at RWU in preparation for calculus and structural systems may not count toward degree requirements.

A portfolio of two- and three-dimensional work, showing evidence of creative ability, must be submitted by all applicants for admission. The portfolio becomes a permanent part of the candidate's application and is not returned. Students applying for financial aid should file the FAFSA form no later than February 1.

Transfer Admission

Students who are completing a High School diploma or GED, and have subsequently enrolled in and completed one or more college level courses are considered as transfer students. Students are required to submit official College transcripts, High School transcripts, a minimum of 1 letter of recommendation. The SAT and ACT Test Optional Policy linked above applies.

Architecture applicants are admitted on the same basis as above. A portfolio of two- and three-dimensional work must be submitted as above. Financial Aid applications are the same as above.

Graduate Admission

Master of Architecture applicants must submit official transcripts from all undergraduate institutions attended that granted credit toward an undergraduate degree, and a letter of intent addressing career goals, interest in the field of study, ability to contribute to the program. Applicants also submit letters of recommendation. Master of Architecture students are required to submit a portfolio of work including academic and, if applicable, professional work.

A description of the process by which the preparatory or pre-professional education of students admitted to the program is evaluated. This description must include the process for verifying general education credits, professional credits, and, where appropriate, the basis for granting "advanced standing". These are to be documented in a student's admission and advising record.

Roger Williams University has established an electronic 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.

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

Per the Roger Williams University catalog, University Core Curriculum requirements are not 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 pre-professional BS in Architecture + Master of Architecture professional degree sequence, which involves 4 + 1.5-2 years of study to achieve both degrees 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 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 proceed toward completion of the BS in Architecture degree with the expectation (but not requirement) that they will pursue the Master of Architecture degree. 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. Undergraduate students graduate with the BS in Architecture degree before being admitted to the Master of Architecture professional degree. Students 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.

External Candidates: Architecture Transfer Students

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 rarely keep examples of their classroom coursework.

When completing transfer and graduate evaluations for entering students, Roger Williams insures completion of NAAB Student Performance Criteria (SPC) in RWU coursework for students who are entering from two and four year colleges, and from other pre-professional programs that lead to an NAAB-accredited Master of Architecture program.

Students transferring into Roger Williams University, whether before or after they complete an undergraduate degree, are required to complete coursework at Roger Williams that includes coverage of all SPC in at least one but up to three courses in order to receive their RWU Master of Architecture professional degree. RWU's BS + Master of Architecture Program Matrix includes two required courses that cover each of the 26 Student Performance Criteria. The requirement that all transfer students complete all SPC is noted on the bottom of the BS + Master of Architecture Degree Plan form that is used in student advisement.

Sample Transfer Evaluations for students from the following US schools are available in the Team Room:

- Three Rivers Community, CT
- University of New Haven, CT
- Miami Dade Community College, FL
- Keene State College, NH
- County College of Morris, NJ
- Dutchess Community College, NY

We have developed Architecture Articulation agreements with 2 year colleges, and continue to develop others. Articulation Agreements already in place include:

- Three Rivers Community College, CT
- Bristol Community College, MA
- New Hampshire Technical Institute, NH
- Anna Arundel Community College, MD
- Community College of Rhode Island

Students are provided with Transfer Evaluations of their previous record at the time of acceptance. The School is willing to revisit the Transfer Evaluation if the student requests this once a student arrives at the school, based on additional evidence the student may provide. This may also include additional consultation with the previous institution.

External Candidates: Architecture Transfer Students and Graduate Students from pre-professional Architecture programs leading to the NAAB-Accredited Master of Architecture

Evaluation of transfer and graduate applicants from pre-professional Architecture programs leading to an NAAB-Accredited Master of Architecture programs is similar to above, with the exception that, if possible, we also utilize the SPC Program Matrix from the previous school, working together with the program leaders of the other school to confirm coverage in some instances. Sample Transfer Evaluations from the following schools are available in the Team Room

- University of Hartford, CT
- Judson University, IL
- University of Massachusetts, Amherst, MA
- Wentworth Institute of Technology, MA
- Kent State University, OH
- University of New Mexico, NM

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 BS + Master of Architecture 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. Sample International Student Transfer Evaluations from the following schools are available in the Team Room:

- Near East University, Turkish Republic of Northern Cypress

Entering Graduate Students are provided with evaluations of their previous record at the time of acceptance. The School is willing to revisit this evaluation if the student requests this once a student arrives at the school, based on additional evidence the student may provide. This may also include additional consultation with the previous institution.

Remedial Coursework

Pre-requisites for required courses in WTNG 102 Expository Writing (WTNG 100 Intro to Academic Writing) and MATH 136 Pre-Calculus (Math 117 College Algebra) do not count toward the BS in Architecture degree as elective courses

Advanced Standing

Advanced Standing has been considered in 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. These are infrequent, but we have an example for 1 student in Fall 2017.

II.4 Public Information

II.4.1 [Statement on NAAB-Accredited Degrees](#)

- 2017/18 Roger Williams University catalog (in press—link will be provided)
- [Master of Architecture brochure](#) (copy will be available in Team Room)

II.4.2 [Access to NAAB Conditions and Procedures](#)

- [The 2014 Conditions for Accreditation](#)
- [The 2009 Conditions for Accreditation](#)
- [The 2015 Procedures for Accreditation](#)

II.4.3 [Access to Career Development Information](#)

- [Links to ArchCareers](#)
- [Links to AIAS](#)
- [SAAHP Career Investment Program](#)

II.4.4 Public Access to APRs and VTRs

- [All Interim Progress Reports and Annual Reports](#)
- All NAAB responses to Interim Progress Reports. There were no responses received from NAAB.
- [The most recent decision letter from the NAAB](#)
- [The most recent APR](#)
- [The final edition of the most recent Visiting Team Report](#)

II.4.5 ARE Pass Rates

- [ARE PASS RATE BY SCHOOL](#)—ARE 4.0 2014, 2015, 2016

In the 7 ARE categories over 2014-2016, RWU is

- above the national average in 19 of 21 categories
- at the national average in 1 category
- below the national average in 1 category

[ARE PASS RATE BY SCHOOL](#)—ARE 5.0 2017

II.4.6. Admissions and Advising

- [Application forms and instructions](#)
- [Admissions requirements](#), admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing
- [Evaluation of Pre-Professional Content](#)
- Requirements and forms for applying for [financial aid](#) and scholarships
- [Student diversity initiatives](#)

III.1.1 Annual Statistical Reports

[2015 Annual Report](#)
[2016 Annual Report](#)

III.1.2 Interim Progress Reports

[2014 Interim Progress Report](#)

Section 4. Supplemental Material

1. [Resumes of faculty teaching in the accredited program](#)
2. [Faculty credentials matrix](#)
3. Plans or images of physical resources assigned to the program
 - [RWU Architecture Building](#)
 - [Florence Program](#)
 - [Barcelona Program](#)
4. [Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.](#)
5. [Studio Culture Policy.](#)
6. [Self-Assessment Policies and Objectives.](#)
7. [Policies on academic integrity for students](#) (e.g., cheating and plagiarism)
8. [Information resources policies including collection development.](#)
9. The institution's policies and procedures relative to [EEO/AA for faculty, staff, and students.](#)
10. The institution's policy regarding human resource development opportunities, such as [sabbatical](#), [research leave](#), and [scholarly achievements](#).
11. The policies, procedures, and criteria for [faculty appointment](#), [evaluation](#), [promotion](#), and [when applicable, tenure](#).

12. Response to the Offsite Program Questionnaire (also called the Branch Campus Questionnaire)

- [Florence](#)
- [Barcelona](#)

13. [The previous VTR \(2012\)](#)

14. Focused Evaluation materials. Not Applicable

15. [Copy of institutional accreditation letter.](#)

16. [Letter from institutional research regarding ARS data.](#)