

Rhode Island School of Design
School of Architecture

2014 APR

Architecture Program Report for the 2014 National Architectural Accrediting Board Visit for Continuing Accreditation

Bachelor of Architecture [156 Credits]
Master of Architecture [111 Credits]

VOLUME 1

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PART ONE (I): SECTION 1 -- IDENTITY & SELF ASSESSMENT

I.1.1. History & Mission

History and Mission of the Institution

Rhode Island School of Design has been consistently recognized as one of the great art and design schools in the world. At the core of its history and its mission is a fundamental conviction about the value of art and design to a humane, sustainable and just society. From its earliest mission statement in 1877 affirming the importance of design thinking, to its current leadership initiative to turn STEM (Science Technology, Engineering and Math) to STEAM (Science Technology, Engineering, Art and Math), the college has argued that creative enterprises are critical to the advancement of the local and global community.

Design schools emerged in the nineteenth century in response to the demands of industrialization. The first such schools were founded in England and France when manufacturers, needing designers for their machine products and finding both craftsmen and graduates of art academies lacking the necessary skills, developed these new schools in industrial centers.

The founding of Rhode Island School of Design was a direct result of the Philadelphia Exposition of 1876 when a group of energetic women who had served as the Women's Centennial Commission from Rhode Island returned from the Exposition with \$1,676 in donations. They voted to found a school, and within two years the Rhode Island School of Design was incorporated, formed a board of trustees, assembled a teaching staff, and found suitable space. In October 1878, RISD opened its doors.

On March 22, 1877, the Rhode Island General Assembly ratified "An Act to Incorporate the Rhode Island School of Design." The corporation, comprised of forward-thinking women and men, artists and business leaders, educators and politicians, was formed "for the purpose of aiding in the cultivation of the arts of design". The original bylaws set forth the threefold objectives for the school which still inform its mission of educating designers, artists and the public:

First. The instruction of artisans in drawing, painting, modeling, and designing, that they may successfully apply the principles of Art to the requirements of trade and manufacture.

Second. The systematic training of students in the practice of Art, in order that they may understand its principles, give instruction to others, or become artists.

Third. The general advancement of public Art Education, by the exhibition of works of Art and of Art school studies, and by lectures on Art.

In 1949, RISD became a fully accredited college and a member of the New England Association of Schools and Colleges. Starting in the early 1960's, RISD enjoyed a rise to prominence as one of the nation's foremost schools of art and design. Since that time, RISD has broadened its base of support, its endowments and its physical facilities. Last year it was rated the world's top design school by [Business Insider](#).

In May 2006 the Board of Trustees voted to approve a mission statement to reflect RISD's role in a changing world:

The mission of Rhode Island School of Design, through its college and museum, is to educate its students and the public in the creation and appreciation of works of art and design, to discover and transmit knowledge and to make lasting contributions to a global society through critical thinking, scholarship and innovation.

The mission, formulated by a faculty of 300 outstanding artists, designers, architects and scholars, represents an institution that understands art and design as an ongoing process, from creative impulse through critical thought to realization and public reception. Design builds upon a fine arts-based visual literacy, and art-making requires the experimental and problem-solving process of design. RISD's pedagogical approach fully integrates the craft of making and the art of critique.

Our institution has gone through major leadership transitions in the administrative and academic branches of the college since the last accreditation visit in 2008. RISD has a new President, [John Maeda](#), a former professor at Massachusetts Institute of Technology and a research director of MIT's Media Lab. The college has reorganized

its administrative structure and made new hires in positions including Provost, Vice Provost, and several deanships, including the hire last year of Pradeep Sharma, the new Dean of the Division of Architecture and Design. The college has also undertaken a series of initiatives focused on its continued development. In 2010, RISD launched a two-year strategic planning process that involved faculty, staff, administration, and students in a look toward the future of the institution. This plan reiterated our commitment to the intense focus and deep discipline-based education that distinguishes RISD. Importantly, it also addressed the challenges of being a great art institution in the 21st century by increasing opportunities for faculty and students to collaborate across disciplines and across the globe.

The resulting Strategic Plan, *Critical Making/Making Critical*, now guides developments across the college, including a focus on expanding research opportunities, increasing global outreach and developing a Center for Critical Making. This strategic plan:

... makes a commitment to a model of art and design education that is immersive, discipline-based and grounded in studio practice. RISD's education excels by nurturing creativity and innovation through rigorous, deep disciplinary learning and engagement in the practice of art and design. This plan expands our capabilities for research, critical making and innovation, student engagement, diversity and lifelong learning.

In the last few years, the college has enlarged its endowment, increased scholarship funding, focused on expanding the diversity of the faculty and the student body, added new faculty positions and renewed others. In the Spring of 2013, RISD launched a new campus master planning process. This comprehensive review of all facilities will lead to a realignment of resources to better serve the college and its departments. The college as a whole is now in a period of productive consolidation and poised for new initiatives and a powerful new role as a leading institution of art and design education.

President Maeda has become a leading advocate for art education, and the STEM to STEAM Coalition is gaining attention nationally. Last year, Maeda addressed a congressional hearing, and this summer the school hosted House of Representatives Democratic Leader Nancy Pelosi and Rhode Island's House delegation at an event promoting the importance of design education. RISD faculty, alumni, administrators, and visiting speakers constantly reinforce the need for public support of the arts and provide a context within which the arts may be understood and appreciated by the larger public.

By considering its educational mission as including both producers and recipients of visual culture, RISD aspires to fulfill the goal set out in the 2006 mission statement: "to make a lasting contribution to global society." This year's publication of *The Art of Critical Making: Rhode Island School of Design on Creative Practice* (John Wiley & Sons, Inc), edited by Rosanne Somerson and Mara Hermans, demonstrates this principle through in-depth accounts that describe methods and tools used across the school.

History and Mission of the Architecture Program

Although the first RISD graduates in architecture were members of the class of 1897, it was not until 1901 that a separate Department of Architecture was formed under director Eleazer Homer. RISD students were "qualified" and invited to enter design competitions sponsored by the Society of Beaux-Arts Architects of New York; drawings were sent and hung in the exhibitions of the society.

From the beginning, the program had a strong emphasis on architectural design and history. In 1933, the Department of Architecture created a four-year sequence of courses in architectural design intended to prepare students to become registered architects. The course was extended to five years in 1943 and permitted to grant the Bachelor of Fine Arts in Architecture. In 1946, the department joined those of landscape architecture and interior design to form the Division of Planning, and inaugurated collaborative programs between the three disciplines. The department introduced new courses in city planning, reorganized the architecture sequence to insure a pre-professional education, and changed the granted degree to the Bachelor of Science in Architecture.

After receiving its first NAAB accreditation in 1954, the division that included the departments of architecture, landscape architecture and interior architecture was renamed the Division of Architecture. In 1964, C.W. Luther, Jr., became head of the Department of Architecture, and the professional degree was changed from a Bachelor of Science in Architecture to a Bachelor of Architecture. Under his direction, RISD's became one of the first architecture programs in the country to initiate a system of vertical, elective design studios beginning in the fall term of the junior year. The vertical studio system, which places all levels of advanced BArch students (and now MArch students) together in advanced studios, remains a cornerstone of the program today. Luther was also instrumen-

tal in the creation of the college-wide Wintersession term, a period for focused study, which remains a powerful curricular laboratory.

In 1969, the Department of Industrial Design joined with the Division of Architecture to form the Division of Architectural Studies. Under the headship of Rodolfo Machado (1978-1986), the Department of Architecture rose to international prominence through its focus on architecture as a cultural practice. The leadership of the faculty has since become a rotating responsibility of the faculty in renewable three year terms. Over the years, Judith Wolin, Timothy Culvahouse, Gabriel Feld, Peter Tagiuri, Lynnette Widder, and Kyna Leski all ably helmed the program and each left their stamp on the department.

In 1992, the Division of Architectural Studies merged with the Division of Design to create the Division of Architecture and Design, which includes architecture, landscape architecture, interior architecture, industrial design, graphic design, furniture, and apparel design. Prof. Wolin had initiated a Master's degree to provide a RISD architectural education for students who already held college degrees, and in 1994, following the recommendation of NAAB accreditation teams, RISD approved the MArch I for students with Bachelor's degrees from other institutions.

From the beginning, the graduate program was fully integrated with the undergraduate curriculum, creating a fresh dynamic in the department as students from diverse backgrounds and levels of experience worked together. The ability to create new advanced courses has benefited both undergraduate and graduate students, and has given rise to new opportunities within RISD for more research and interdisciplinary projects. As graduate students increasingly come with architectural backgrounds, the program evolves to meet their needs.

Under Kyna Leski, who began as department head in 2009, the department hired two full-time faculty bringing fresh expertise in structural design and digital technologies to the program, added administrative staff, and revamped the class and studio schedule in line with a new, more balanced, policy on studio culture (see studio culture: I.1.2). The department's pedagogical approach became better defined as one focused on the nature of creativity and how it is cultivated. *Re-Making Architecture*, a symposium on teaching and creativity in the spring of 2012, highlighted RISD's concern with "inquiry, reflection and invention" in architectural design, an approach reflected in the department's mission statement:

The Department of Architecture draws upon its location in a college of design to construct an expanded definition of our profession. We nurture artistic sensibility, material reasoning, spatial cognition, critical visual thinking, symbiotic meaning/making and imagination. We teach design through inquiry, reflection and invention; through the direct experience of construction, and a balanced understanding of the technical demands of building. We train students to think through drawing, making, writing and speaking; to be socially, sustainably and ethically responsible, and to be poised to make a difference in the world.

Current Department Head Laura Briggs assumed her post in the summer of 2013. Prof. Briggs has been a long-time adjunct member of the faculty and brings to the job extensive experience from Parsons the New School for Design, where she served as Director, Bachelor of Fine Arts of Architecture, Interim Dean of the School of Constructed Environments, and most recently as Chair of Sustainable Architecture. She offers both the fresh perspective of another institution and a deep understanding of RISD's traditions, objectives, assets and opportunities.

Activities and Initiatives that Benefit the Institution and the Department

The architecture department has a mutually beneficial relationship with the college. Our faculty have pioneered or participated in key initiatives for the college and the college programs have supported faculty and students in architecture. These include:

- **Long Range Planning.** RISD has launched two major planning efforts with input from Architecture:
 - Strategic Plan: Architecture department faculty played key roles in the development of the plan, [*Critical Making/Making Critical*](#).
 - Campus Master Plan: two of the three faculty positions on the CMP Steering Committee are architecture faculty.
 - RISD Research Initiative, A new initiative from Academic Affairs, has run a research symposium and supports new models of research at RISD. Architecture faculty have been active promoters of this initiative.

- **Global Outreach.** The architecture program works closely with the Director of Global Programs and Partnerships and
 - provides faculty and students to the European Honors program
 - exchanges students and faculty with programs abroad
 - pioneers relationships with institutions across the globe including Earth University (Costa Rica), Dessau Institute of Architecture at the Hochschule Anhalt (Germany), China Academy of Arts, Hangzhou and Central Academy of Fine Arts (Beijing), and Fachshule Erfurt (Germany).
- **Sustainability.** Architecture faculty and students have been driving forces in developing a focus at RISD on sustainability, including environmental, social justice and global development:
 - RISD Initiative on Sustainability and Environment was started by Prof. Anne Tate and History, Philosophy and the Social Sciences, Prof. Damian White.
 - Nature Culture Sustainability Studies - a new pilot concentration, which now has over 40 students including 15 from architecture. NCSS will sponsor its first symposium this year
 - Ethical Making: a Symposium on Sustainable Production and Consumption, Spring 2014
 - Solar Decathlon, a multi-year collaboration with RISD, Brown and Fachshule, Erfurt Germany, culminating in spring 2014 in Versailles, France
 - Desine Lab - a project of architecture and landscape faculty on sustainable development in the US and abroad.

Description of How the Course of Study Encourages Holistic Development of Professionals

Unlike a school of architecture located in a liberal arts university or engineering school, the Department of Architecture exists within a school of artists and designers, where every major rests on a solid foundation in the fine arts. Foundation Studies, the studio curriculum for all first-year undergraduates is composed of three programs of study: Drawing, Design and Spatial Dynamics. The summer entry program is a similar course of study for incoming graduates students. The visual, spatial and tectonic understandings students gain in their initial studies provide them with the skills and confidence to experiment broadly in many media. This affects the way they approach architectural projects and it opens a gateway for them to enter other disciplines at RISD, so that they can collaborate across departments as they progress in their studies.

First-year studios in architecture build upon the fundamentals learned through the fine arts, inculcating methods of creative experimentation, visual and material testing of ideas, and processes of making and critiquing. A walk through any architecture studio presents an array of drawings from human-sized charcoal renderings to intricate digital constructions to evocative collage and models ranging from messy experiments to elegantly crafted objects. RISD is a school where students learn through making.

The core curriculum of the degree programs for BArch and MArch students include three semesters of required studios, followed by elective studios and culminating in an individually conceived degree project. Studio work is supported by required courses in three areas: history and theory of architecture, drawing (projection and analysis), and building technologies and professional practice. From the basics of structure to the experience of office work, students receive a full preparation for becoming architects (see II.2 and I.1.5 for more discussion of the curriculum).

Liberal Arts. This intense focus on design is balanced by an equally important expectation that a student will participate in the social, political, material, technological and cultural agenda of a changing world; to do this they must be also be versed in the humanities, literature and the social sciences. The liberal arts and architectural history curricula teach students about their own and other less familiar cultures and connect them to the global world in which we live. Equally important, it teaches them other modes of inquiry and learning. The Liberal Arts Division includes History of Arts and Visual Culture, (HAVC), Literary Arts and Studies, (LAS) and History Philosophy and Social Sciences (HPSS).

[History of Art and Visual Culture](#) offers courses in art and architectural history of cultures. This year's courses cover:

- Europe: Vienna, Rome
- Ancient Mesoamerica
- Haiti and South Africa
- Egypt and the Aegean
- Jerusalem and Palestine
- India

- Japan

[Literary Arts and Studies](#) offers wide-ranging courses including both the production and the study of literary forms. A few examples are:

- Fiction Workshops
- Poetry Writing
- Contemporary Critical Theory
- Representing “Unrepresentable” Environments: Climate Change
- Signifying Landscapes: Fiction and Film
- Narratives from Around the World

[History, Philosophy and Social Sciences](#) courses include:

- Archaeology of the Western Mind
- Anthropology of Gender
- Ecology: Microbes to Manatees
- Neuroethics
- History and the Natural Environment
- Women in Asia

Global Awareness and Practical Experience. This coursework is bolstered by practical, hands-on engagement with urgent issues of practice today. Through studio explorations and special projects students get to test their imaginations and their capabilities addressing problems ranging from rebuilding inner-city Detroit, to constructing a monastery in Tibet to building on the bayou in Louisiana. They travel to sites, meet local stakeholders and present to potential clients and regulators. Through the review process they learn to present their ideas, to open up to critique and be confident of their ideas. They apply their budding knowledge through professional internships and they amplify that experience by sharing and comparing with their colleagues.

Through classes and studio projects at home and abroad, students embrace challenges in places and cultures they might otherwise never encounter. In studio, they get a taste of a global society, working alongside colleagues from around the world, learning to reject stereotypes as well as the limits based on location, culture or race while acquiring skills of assessment, interpretation and empathy. We believe that an architectural education should prepare students to build, quite literally, a better world. At RISD, they can model the world they seek to make.

1.1.2 Learning Culture and Social Equity

Learning Culture Policy, Access to Policy, and Implementation

Rhode Island School of Design has a longstanding commitment to the central role of the studio experience in the education of artists and designers. Within that context, the curriculum of the Department of Architecture at RISD revolves around the studio and its values: work, experimentation, risk-taking, reflection, discussion, criticism, initiative and collaboration. Located in a former industrial building, the studio spaces are conceived as an open environment where students and teachers work together, acquire knowledge and develop skills. This environment fosters a sense of excitement, pride, collegueship, commitment and passion, with the actual work as the focus of the educational experience. It requires personal responsibility and mutual respect, self-motivation, individual judgment and collective interaction. Faculty and students see the studio as a place of optimism and confidence associated with the practice of design, without minimizing that struggle, frustration and even confusion can be a part of the creative process.

The culture of critique at RISD is demanding, but it is not mean-spirited. Students understand that they are most effective when clear, articulate and open to new ideas and interpretations. RISD also values active student contributions to discussions generated by classmates' projects, which helps to further refine ideas and can more deeply investigate studio motives and methods.

Under the leadership of Department Head Lynnette Widder, faculty developed a policy on personal safety and care of the BEB studio space called *BEB Studio Rules and Regulation*. (See [this link](#).)

In 2009, under the leadership of Prof. Gabriel Feld, a committee was formed to create a *Learning Culture Policy* in concert with Design Principles, the first core studio. This document was based on feedback from the previous NAAB visit along with feedback from students attending faculty meetings dedicated to the issue. (See [this link](#).)

Since 2010, copies of *Learning Culture Policy* and *BEB Studio Rules and Regulations* have been distributed during the first week of studio. It is now referenced in each studio syllabi along with the school's policy on academic integrity and posted online at the BEB Student and Faculty Resource Website. (See [this link](#).)

It is the goal of the RISD design studio environment to foster individual creativity while building a respectful and supportive community of future architects and designers. Studios are at the center of the pedagogical experience for students and teachers at RISD. Studios are the locus of their work, study, education, experimentation, reflection, collaboration and social interaction. The Department of Architecture shares this culture with the rest of the school, which gives the program its unique profile as a place for creativity. Studio faculty are encouraged to review these principles with their studio group. The policy is as follows:

The Architecture Department's studio environment is intense. While both students and faculty here value this atmosphere, this condition requires strong individual and collective commitments to productive, healthy, and respectful behavior of everybody in the studio, including students, faculty, administrators and staff.

Working in Studio assures that students and faculty alike have the maximum opportunity to interact, to develop work collaboratively and to learn from each other. For that reason, it is important that students complete their work among their peers in the on-campus studio. During studio instruction hours, students are required to be at their desks and working on their projects. Of course, a great deal of learning goes on after posted class hours and in casual conversations among students and faculty. While some students may assert that it is quieter or more convenient to work at home, they would miss out on the important learning opportunities the studio has to offer.

Time management is also an important component of studio culture. Students learn how to utilize their time in the school more efficiently, and to maintain healthy habits in spite of the demands of their varied work. Students are encouraged to get enough sleep, exercise, and to eat well. While studio work is demanding, assignments in studio and other courses assume a finite and reasonable allocation of time. Professors are explicit about the time frame in which they expect an assignment to be completed. Students who cannot fulfill this requirement are asked to seek guidance from their advisers, faculty or the department head. Conflicts with other classes are brought to the attention of faculty as early as possible. Students are encouraged to manage their work without skipping meals or resorting to "all-nighters".

The Work Environment of the studio is the responsibility of the entire school population. Work in studio (drawing, model-making, research etc.) can only happen in an orderly environment where materials, equipment and refuse find their proper places. This means that students must keep their possessions, materials, and works-in-progress confined to their own desk areas and that they clean up after projects. Whenever possible, materials are recycled through RISD's Second Life - an art supply and material recycling resource for the RISD community. Respect for others' desk areas and work tools is essential. Our janitorial staff works incredibly hard to maintain a reasonable environment for all of us to work in. To respect their work and to allow them to focus their efforts on common areas, students are required to take responsibility for their own individual areas.

Collaborative Learning requires both a clean and safe environment as well as a positive atmosphere that is free from unnecessary distractions. Loud music, boisterous conversations, and cell-phone calls are distractions to other studio colleagues and are forbidden in the studio. Group work is encouraged, but should take place in ways that are not disruptive for other students. Students are frequently expected to collaborate on assignments, and are expected to find ways to do so effectively and fairly.

Critique is central to the method of learning-through-making at RISD. This critique takes place in several ways: at the desk, in one-on-one conversations between students and instructors; during pin-up sessions where students present works-in-progress to an instructor and their peers; and in final reviews where the student, several faculty, and guest critics are engaged in rigorous discussions of finished work. Students are expected to be on time and prepared for these "crits", and to listen and contribute openly to their own critiques as well as those of their fellow students.

Respect for each student's own work and the work of others in studio, including janitorial staff is required. The opportunity to learn from fellow students is an inherent part of the value of working in studio. With this privilege comes the responsibility to value each other's efforts, share ideas without fear of plagiarism or censure, and to critique each other constructively.

Integration of the various strands of the curriculum should be applied through formal and informal interactions. This requires a commitment to work in studio as a necessary condition to connect diverse forms of knowledge, and bring to studio students' experiences from other classes. Students are also expected to supplement their studio practice with outside research, library time, and departmental and school-wide lectures.

Responsibility recognizes that the quality of life in the studio depends on each individual's own actions, and that everyone does their part towards playing a positive role within a dynamic physical and intellectual environment. In signing the Studio Contract, each student accepts her or his responsibility in full.

Equipment is critical to the study of architecture, which increasingly involves the use of ancillary technologies ranging from personal computers to the shared computer lab and printing facility, the hand tool and analogue model shop, the laser cutter and CNC router, etc. Access to these facilities is provided to students in order to supplement and expand their knowledge base and studio practice. It is critical that students understand, and follow directions and procedures as instructed, so that they work safely and responsibly. Dedicated technicians and technician-trained and supervised monitors are available at all times to address questions or demonstrate equipment use.

The Architecture studio should be a place of true creativity and professional collaboration between the faculty and students. We share a common goal in our ambition to achieve excellence in all we do, and to insure mutual respect for each other. This is a preeminent condition for our work as a creative community.

Assuring Effectiveness of Studio Culture Policy

RISD students work diligently and passionately and put their studio work first. Without diminishing that intensity, we are trying to model a balanced approach. Students have always been encouraged to manage their time through a sense of personal discipline and responsibility, yet the department has recognized that our policies should reflect our belief that creative work depends on a healthy balance which includes adequate rest. For this reason, and to ensure the effectiveness of the Learning Studio Policy, studios are no longer open 24 hours a day, 7 days a week, except the week before reviews.

Regular individual and group critiques are an essential part of the studio experience as they allow the advancement of the work through the exchange and discussion between students and teachers. Formal reviews, including panels of teachers and practitioners, allow students to present their work in an open forum, promoting the development of clear and coherent arguments. Students learn to stand up for their design decisions in a critical setting, gaining presentation skills and confidence over time.

Because the purposes of the Academic Code of Conduct are different from the purposes of law, the procedures by which the Code is implemented are, by design, more informal and less adversarial than those of a court. A series of procedures are followed in reviewing and determining allegations of misconduct under the Code. The procedures are administered through the Office of Student Affairs working with the Architecture Department Head and the Dean of the Division of Architecture and Design. (See [this link](#).)

Policies for Academic Integrity

In addition to the department Studio Culture Policy, RISD has developed a set of policies and procedures to ensure academic freedoms and standards, to protect students, faculty and staff from discrimination and to assure their health and safety. These include a Code of Student Conduct with standards of conduct, procedures and consequences, Equal Employment and Affirmative Action Policy, a Disability Policy, and Whistleblower Protections. In addition, academic standards and policies are posted as well. (See [this link](#).)

A separate Academic Code of Conduct is intended to ensure academic honesty and integrity and protect against cheating, plagiarism, and other academic misconduct. (See [this link](#).)

A Discriminatory Harassment Policy outlines RISD's commitment to providing a working and learning environment in which everyone is treated with dignity and respect and is free from harassment based on sex or any other protected characteristic. (See [this link](#).)

Increasing and Reinforcing Diversity of the Student Body

RISD's goal is to commit resources to recruit and retain students, faculty, staff and trustees of diverse backgrounds, education, languages, and culture and to educate, train, and support the campus in respecting and acknowledging the various perspectives evident in a diverse and inclusive institution. We believe that diversity is critical to creating a truly healthy RISD community at all levels.

RISD has enrolled larger numbers of international students, deepening ethnic diversity, while the expansion of financial aid has begun to improve socioeconomic diversity. In the last five years, there has been evidence of the success of the RISD diversity programs. The office of the Senior Vice President for Students + Enrollment reported that thanks to concerted recruitment efforts, there has been a steady growth of students of color. For instance, this year the school reported that 35% of the entering freshman class were students of color up from 27% in 2008. Since 1999, RISD has used two additional categories better reflect college diversity: International percentage and multi-ethnic percentage. The demographics are consistently updated and available online, including with the most [RISD Fact Book 2013](#). Please refer to the tables below.

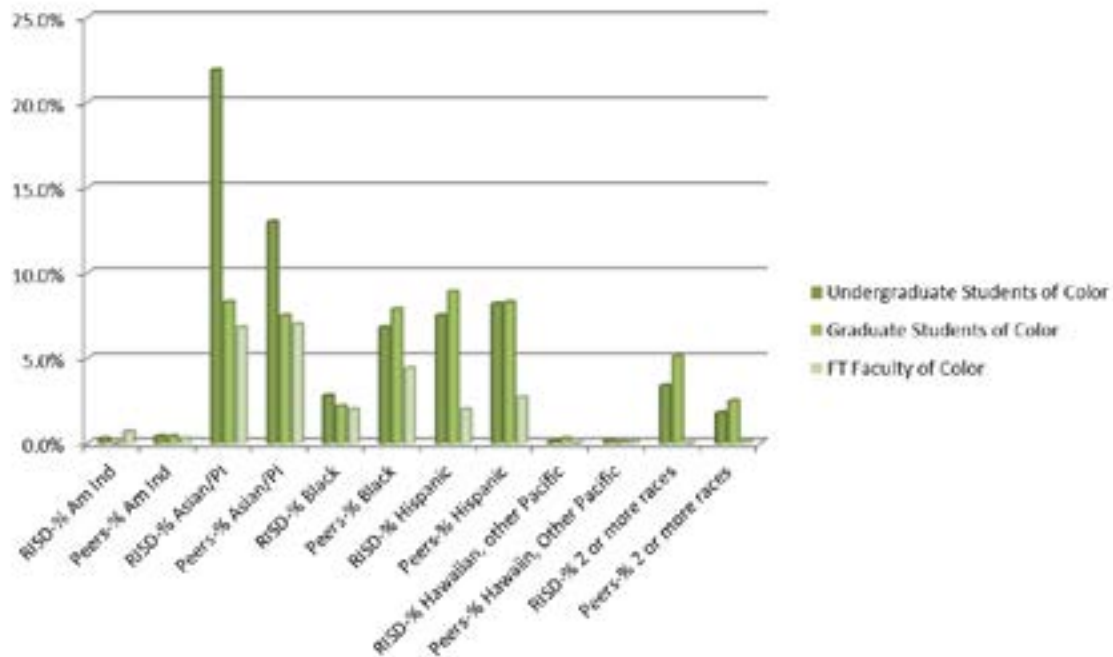


TABLE 1.1.2.1 Degree Program Student and Faculty Diversity Compared to Top Peers (Fall 2011)

NOTE: Peer group includes: Maryland Institute College of Art, Savannah College of Art and Design, School of the Art Institute of Chicago, and The New School (Parsons). Does not include non-resident immigrants.

Source: IPEDS Data Center, *RISD Fact Book 2013*

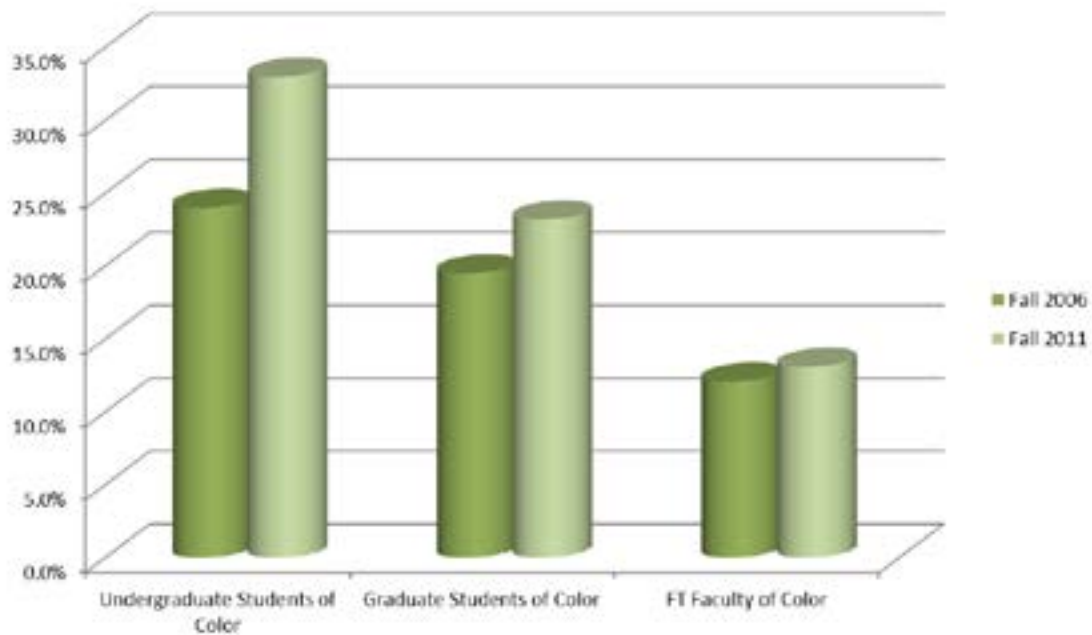


TABLE 1.1.2.2 Degree Program Student and Faculty Diversity Trends

Source: IPEDS Data Center and historical Fact Book data, *RISD Fact Book 2013*

The college has taken steps to improve the numbers of African American, Hispanic and Native American students along with those of other under-represented groups at RISD. These efforts include the following:

- President's Scholars is a program established in 1994 that provides assistance to the top graduate admits during the admissions process. The scholarships extend throughout the duration of the student's studies at RISD. The awards are determined by a committee composed of members of the Graduate Studies Division and the academic departments who review and vote on candidates.
- The Pre-College Balfour Minority Scholarship is an endowed fund used to support students of color to attend the college's pre-college program. Typically the pre-college program has proven a successful way to recruit new undergraduate students. Also, RISD has increased the summer scholars mentorship both during and post summer program.
- Project Open Door is RISD's college access program for artistically talented teens attending Rhode Island urban public high schools. Its mission is to increase access to high quality arts learning and careers in art and design for under-served Rhode Island teens, and to provide a community education laboratory for RISD students, alumni, faculty, and staff. Its long-range goals include college access and retention and diversity.
- One of the college's five admissions officers is focused on recruitment of undergraduate students of color. The Admissions Office has recently added a new admissions officer position to its staff with focus on the recruitment of graduate applicants. It is planned that this new resource will allow intensified focus on graduate students of color.
- Since the last accreditation, The Office of Intercultural Student Engagement (ISE) has been created to serve as a resource for students of color, international students, and those identifying as LGBT. ISE includes the Office of International Student Services, which specifically addresses international student success and immigration. ISE provides leadership in the areas of student success, retention programs, campus education, and immigration compliance. These facilities are supplemented by the Ewing Multicultural Center, which hosts a full schedule of events for designed to enhance campus community, as well as a gallery designed to promote cross cultural and interdisciplinary exhibitions and dialogues.
- The RISDiversity: Community Narratives Project was created in 2011 to offer faculty, staff and students an opportunity to use their voices to inspire others about the impact each of us can make in the world. The project provided a glimpse into the hearts and minds of the eclectic individuals who make up the RISD community. The exhibition by the same name features a series of portraits by photographer, author, and educator Adam Mastoon, accompanied by text and artwork created by RISD staff, faculty and students willing to share their voices and vision with the community. The collection of portraits provided an insightful look into the unique and authentic lives of its subjects, their journeys and stories. The latest RISDiversity exhibition was displayed throughout campus in fall 2012 and is a collaboration between Human Resources, Student Affairs, Intercultural Student Engagement and the RISD Diversity Steering Committee. (See [this link](#).)

Student diversity remains a challenge for the Department of Architecture. The department is addressing this priority in the context of college-wide plans based on increased recruitment efforts, financial aid, and support. We are planning to intensify this effort by working with historically black colleges and universities. Renewed efforts also include a plan to engage local communities of color through collaborating with the award-winning design organization [DownCityDesign](#). Three members of the department faculty sit on the Board of Trustees of this non-profit group.

The department has encouraged dialogue around issues of social justice, diversity and design. For instance, in 2012, Prof. Hansy Better conceived and curated a symposium and exhibition held at RISD, the Boston Society of Architects and Cooper Union that asked what is the role of social and community building in the practice of architecture? *Where are the Utopian Visionaries?: Architecture of Social Exchange*, was published in 2012 by Periscope Publishing. We are working to shape a culturally inclusive and supportive environment in which all members contribute to and benefit from their time at RISD.

I.1.3 Program Responses to Naab Perspectives

Architecture Education and the Academic Community

The department's location within a globally-recognized school of art and design shapes its programs. University-based schools of architecture often define multi-disciplinary studies as those within the realm of architectural production, such as city planning or landscape architecture, or within academic disciplines such as sociology or law. At RISD, students are treated as artists first. They become confident in experimentation, self expression and collaboration and apply these skills to architectural design. They have opportunities for collaborative work in allied design fields such as apparel, film and video, furniture, glass, graphic design, and industrial design. Architecture students, once they have completed the core studio sequence in the department, frequently leave our building to experience studios or electives in these fields. Or they move beyond the campus to other local institutions for course work in science, engineering, history, environmental studies, and more.

Academic Links. All RISD undergraduates take their first-year courses within the Division of Foundation Studies. This year immerses new students in a full range of design methodologies and artistic production. Graduate students enter the program through a condensed summer foundation experience. They all learn visual, spatial and material reasoning and a wide range of modes of representation and experimentation. Students take about a quarter of their courses within the Division of Liberal Arts, (42 credits are required for undergraduates), including offerings in art and architectural history; english and literature; and history, philosophy and social sciences. Some of these courses are co-taught by architecture faculty. Students can concentrate in special areas within liberal arts or participate in the new Nature Culture Sustainability Studies pilot. The Division of Graduate Studies offers diverse coursework across graduate programs, enrichment activities, exhibition venues, financial support, and social interaction. Graduate-only seminars take advantage of an older student's life experience and capacity for critical thinking. Recent offerings have included Rethinking The Canon: On The Non Euro-North American Roots of Modern Architecture, Theories of Nature Culture, and Working in The Public Sphere (a collaboration with Brown University).

Structure and Governance. RISD has five academic divisions and 22 departments. Architecture is a department within the Division of Architecture and Design, which contains six other departments: Apparel Design, Furniture Design, Graphic Design, Industrial Design, Interior Architecture and Landscape Architecture. The graduate architecture program is also part of the Division of Graduate Studies. Department heads within the Division of Architecture and Design gather regularly with Dean Pradeep Sharma to insure collaboration and consistency across our allied disciplines. In addition, department heads from across the school meet monthly to collaborate on problem solving and create new areas of cooperation.

The Architecture Department is an important force in the college, as architecture faculty have taken leadership roles in governance, strategic planning, campus planning, curriculum development and international programs. They have been effective advocates for expanding collaborations across the college and the expansion of global programs, including the Center for Critical Making, global outreach, and the Solar Decathlon. Architecture faculty also participate in all institutional governance committees, including faculty appointments, instruction, and admissions. In addition, they are often called upon to serve on searches in other departments as well as in ad-hoc committees, and to participate on trustee committees.

Department members have a tradition of decision making involvement in campus planning and building projects. They have served on architect selection and design review committees, and were instrumental in selecting renowned designers for high-profile projects, such as Rafael Moneo for the RISD Museum's Chace Center expansion and Nader Tehrani (a RISD architecture alumnus) for the Fleet Library. Befitting architectural educators at a school of design, the department continues to advocate strongly for a consistently high level of architecture on campus.

Institutional Links. RISD's strong relationship with its neighbor, Brown University, benefits and distinguishes both schools. This unique opportunity for cross-registration and collaboration between an Ivy-League university and an independent design school is well appreciated by students. In the last year, architecture students were enrolled in more than 50 courses at Brown, including offerings in history and theory, urban studies, engineering, sustainability studies, entrepreneurship and business, and languages. Brown students came to RISD for studios and theory seminars.

Our local partnerships also extend into research. RISD is one of nine Rhode Island colleges and universities investigating the impact of climate change on marine life, funded by a \$20-million grant from the National Science

Foundation EPSCoR program. Solar Decathlon Europe combines a cross-disciplinary group of RISD students, led by a RISD architecture professor, with engineering students at Brown and the University of Applied Sciences Erfurt (Germany). This team was selected for the 2014 competition in Versailles, France, where they will compete against 19 other international teams in designing and building a solar-powered home. A joint RISD/Brown design studio last year further strengthened the relationship.

Providence's four other colleges and universities (plus local campuses of Rhode Island's two state universities), make it a college town within an urban center, buzzing with the creative energy of a much larger city. RISD's location between Boston (one hour north) and New York (three hours south) lets the school draw on part-time faculty also affiliated with such schools as Columbia, Harvard and Yale Universities, Massachusetts Institute of Technology, and The New School. There are seven other NAAB-accredited programs within an hour's travel, giving easy access to a rich selection of lectures, conferences, and charettes; and an array of distinguished visitors who lecture or serve on review juries.

Architecture Education and the Students

Students choose RISD for the opportunity to fully realize their talents and perfect their skills as individual designers and artists. Together, they create a community of disciplined, dedicated creators who learn from each other, forming connections with faculty and fellow students that last a lifetime. We see this in the power of alumni networks, RISD partnerships and the response of alumni wherever we travel.

Student Body. RISD admits all undergraduates via a single process, with recommendations from faculty in architecture and other departments. Graduate student applications are reviewed by the graduate director and faculty in architecture. In both cases, the process seeks out individuals who have demonstrated curiosity, enthusiasm, and intelligence in their role as learners, and whose application portfolios demonstrate creativity and rigor. The department currently enrolls 240 students, with 136 undergraduates (this number does not include freshman students, who have not yet declared majors), and 104 graduate students. The student body is exceptionally diverse in its geography, representing 30 states and 28 countries, including substantial contingents from Canada, Europe, Asia, the Middle East and Turkey. Students from abroad often use their breaks to reconnect with their home countries. It is not uncommon for international students to base their independent work on research conducted at home or to be employed by countrymen also educated at RISD. The global connections nurtured at RISD are important ways of sharing and enriching the RISD experience.

Travel. RISD's European Honors Program in Rome and Wintersession travel courses have educated architecture students abroad for many decades. This tradition remains strong. In the past two years, and recent faculty-lead trips have visited Ecuador, Germany and Guatemala during Wintersession. These and other studio courses increasingly partner with schools abroad, offering opportunities not just for travel but for cross-border collaboration. Some initiatives, such as the Solar Decathlon, involve students in these collaborations well beyond the length of a semester.

Teaching. Graduate students have the opportunity to initiate and teach Wintersession courses. Recent courses developed and taught by graduate students include Math & Physics Review, Rhinoscript, Seeing Through Section, and What is Space. Students are selected through application in the Fall semester to insure ongoing support and consultation in curriculum development. Course offering in subsequent years are adjusted in accordance with the expertise offered by the respective graduate students. Graduate and undergraduate students also serve as teaching assistants for all core courses. This provides talented students the opportunity to learn a subject in greater depth, pass on their knowledge and consider teaching as a future career. Students play a major role in the organization and implementation of the department's lecture series, exhibitions and departmental publications. They have helped to realize RISD Museum exhibits, including an upcoming show on the work of the British architectural educator Alvin Boyarsky.

Governance. Architecture students have been prominent in student governance. Currently, two of the five Graduate Student Alliance board members are architecture students, as was last year's Undergraduate Student Alliance president. Another architecture undergraduate serves as a departmental representative to the alliance, providing a dedicated channel of communication between students, department leadership, and the wider student body. Students also serve with faculty on search and other select committees, including those for strategic planning and the campus master plan.

Extra Curricular Activities. In addition to their dedication to coursework, RISD architecture students have remarkable initiative and energy outside of it. They founded and ran the Second Life recycling center and dedi-

cated themselves to the recent successful effort to divest RISD funds from the fossil-fuel industry. They realized the Better World by Design conference with students from Brown and other RISD departments, and helped to stage RISD, The Musical. They play on RISD's intramural sports teams, and even formed a RISD cycling team. They connect with their peers across the nation via RISD's small but active chapter of the American Institute of Architecture Students (AIAS), which is supported with financial and logistical resources from the department.

Architecture Education and the Regulatory Environment

Students are exposed to the role of regulations in the profession through studios, course content and internships. At the same time, they are empowered to understand that regulations are an evolving construct and that one design role is to participate in that evolution. Architectural Design, the second semester core studio, asks students to consider basic life safety codes and accessibility. The final core studio, Urban Design Principles, introduces the full regulatory context, including zoning, accessibility and preservation statutes, as well as planning tools like special districts, form-based codes and other new design controls. In the studio brief for multifamily housing, students must satisfy life-safety and other code requirements and design a fully accessible public space.

Principles of Professional Practice (Pro-Prac), taken by all students in the semester before graduation, focuses on regulatory concerns including building codes, accessibility standards, the licensing process, business requirements, and the role of professional organizations. Students study these issues through individual and team assignments. The course also reviews RISD alumni pass rates for the Architectural Registration Exam, which generates discussion about decisions faced by RISD graduates pursuing licensure. NCARB evidence suggests that RISD graduates compare favorably with graduates of other US schools on the Architecture Registration Exam (ARE). (See [this link](#).)

In the last two years, in the core studio, Urban Design Principles, we have partnered with the Institute for Human Centered Design to deepen our focus on design for a full range of physical capabilities (see III.1.1, subheading 13.14). Josh Safdie, a RISD graduate who directs the design studio at IHCD, has lectured on the evolution of the Americans with Disabilities Act and brought wheelchairs into the studio for students to experience that challenge firsthand. This year, he will beta test a new series of lectures, in development for ADA, review our assignments and provide critics from IHCD for key reviews. The department curriculum contains a Professional Internship requirement modeled on NCARB's Intern Development Program. All students must engage in an eight-week internship that meets IDP guidelines prior to entering their final year; this assures that they are familiar with IDP and the licensing process.

Consistent throughout these five curricular requirements is an emphasis on the regulatory environment as one that is constantly changing. As with cultural, environmental, or social practice, the department emphasizes a critical appreciation of the context in which architects work. This allows them to understand regulatory requirements as more than a set of strictures, but an evolving context they are empowered to shape.

Architecture Education and the Profession

Students are introduced to basic information about practice and registration at the beginning of their architectural education, with more detailed information presented progressively. While the practical details grow in complexity they are also learning through discussions with a wide range of practitioners who address the deeper opportunities and challenges of practice in a complex world. Real world experience of dealing with design challenges, clients, collaborators and contractors comes through the required internship. Contact with a diverse group of alumni highlight the wide range of professional practice models.

Curriculum on Practice. Issues of licensure and registration are discussed first, in the form of a brief introduction in the initial technical course Materials and Methods, where basic information about practice, including the licensing process, structure of firms, and forms of compensation are introduced. Students in Urban Design Principles travel to local offices as a part of their tour of Boston. In 2012, they visited Goody Clancy & Assoc., Elkus Manfredi, and the Institute for Human Centered Design. In their final year, students have two major opportunities to integrate issues of professional practice, through Integrated Building Systems and then most comprehensively, in Professional Practice.

The lion's share of the practical professional issues are raised in the Pro-Prac course taught by James Barnes. Lectures, research projects, assignments, and alumni panel discussions serve to join the disparate practice-related experiences within the curriculum into a whole. The course content runs from issues of salary and office culture to such emerging methods of project delivery as BIM. The course has evolved over the years away from a simple lecture format to make it a vehicle for direct exchange - bringing interesting professionals, mostly alumni, into discussions with the students. A list of recent panel topics and participants include:

IDP Intern Architects – Emerging Professionals:

- Andrew Wise, MArch '12, Elkus Manfredi, Boston, MA
- Jenny Kwon, MArch '08
- Tami Hughes, BArch BArch '02
- Jennifer Space-Holmes, MArch '02

Firm Partner/Owners:

- Douglas Brown, BArch '80, DBVW, Providence, RI
- Mary Brewster, Brewster-Thornton, Providence, RI
- Sandy Smith, BArch '69, Jung Brannon, Boston, RI

Sole Practitioners:

- Glen Fonteccio, BArch '81
- Derek Byron, MArch '02, New Haven, CT
- Patty Warren, BArch '79, Tucson AZ

Large Firm Architects:

- Andrew To, BArch '98, TKA, Cambridge, MA
- Evan Hickey, BArch '97 Arrowstreet, Somerville, MA
- Jenni Katajamaki, BArch '00, Payette, Boston, MA

Alternative Careers:

- Jeff Yank, '98 Founder, Digication (an online portfolio and education platform)
- Jon Kleitzian, BArch '88, Founder AMD Studio, (architectural visualization)
- Walter Zesk, Seth Wiseman, March '08, Founders, Confab (digital fabrication)

One-on-one interviews with accomplished grads:

- Jim Childress, FAIA, BArch, Centerbrook Architects, Centerbrook Ct.
- Ken Lewis, BArch, SOM, NYC
- Dan Wheeler, FAIA, BArch, Kearns-Wheeler, Chicago

Internships. The department understands that many students, particularly our BArch students may come to RISD with little awareness of the life of an architect. Thus, the department requires a summer Professional Internship (ARCH 2199) for all BArch and MArch candidates. This requirement is modeled according to the training settings outlined in NCARB's Intern Development Program. Through this experience students are formally introduced to the IDP, and the associated steps toward licensing as an architect. In 2012, a representative of NCARB visited campus and met with Prof. Hansy Better and Prof. James Barnes, the current and recent IDP coordinators, to discuss and review the program. (See [this link](#).)

This requirement significantly augments the traditional class work in which the principles of professional practice are taught. Summer internships are restricted to professional opportunities with a minimum of eight weeks involvement of 35 hours per week or an equivalent breakdown of 280 total hours. Beginning this summer, student internship applications are now processed through the online ArtWorks system.

The department strongly urges students to enroll in IDP as soon as they begin an internship or professional work of any kind. The department's IDP coordinators have attended most of the recent annual IDP Coordinators Conferences. Students have interned recently at a wide range of firms, large and small, including:

- SOM
- Herbert Newman and Assoc.
- Kohn Pederson Fox and Assoc.
- Building Studio
- Estudio Teddy Cruz
- Hardy Holzman Pfeiffer
- Butz and Klug
- Projekt WJCA
- Momsen Construction
- Hammel, Green and Abrahamson

Research Assistantships. In addition to the Internship requirement, many of our Master's students collaborate with faculty members on competitions and pro-bono projects through research fellowships. Most of the faculty are active design professionals whose work ranges from exhibition design and interiors to residential and commercial work, to large-scale city and regional planning. Students have the opportunity to become acquainted with a large range of professional possibilities, which some have combined, for example, with knowledge of computer animation, film and video technology, public sculpture, graphic design, or fashion to develop new models of practice.

Professional Organizations. The Department of Architecture maintains relationships with the Rhode Island Chapter of the AIA and with the State Registration Board. Currently, Jim Barnes is on the board of the Rhode Island AIA and Wilbur Yoder has served as a Member of the state Board of Licensing for Architects.

Alumni. The department is proud of its close relationship with alumni. For the past two years, the lecture and exhibition series have included graduates of the program who have received recognition for their built or research-based work. This provides students with powerful role models and encourages them to consider how they, too, will contribute to the profession after graduation. Students also interact with alumni via Office of Career Services events in which alumni evaluate portfolios and offer career advice.

The strong friendships and collaborative relationships that develop while in school become the basis of a durable network within the profession after graduation. Partnerships among RISD grads are common, and growing number of graduates have founded or are active in design-build firms, reflecting the hands-on, entrepreneurial emphasis of the department. Whatever path they choose, students leave RISD with both an understanding of the profession and an ability to see beyond its traditional confines.

Architecture Education and the Public Good

As an outgrowth of the Strategic planning process, a new thematic focus is developing across the institution, which originated in our department and division. This new effort elevates "ethical making" to a central frame for our work as designers and artists. This effort is beginning in structured faculty conversations and will culminate this year with a symposium on questions of Consumption and Production put on by the Nature Culture Sustainability Studies cohort. This arose not as an importation of vocabulary but an internal effort to characterize our approach to making art and design. Within the department this translates to a clear effort to connect our students with their power and their responsibility to the planet and its communities. We model this responsibility by connecting them to the local communities where they can readily see how their design work can improve lives and strengthen communities, to projects much further afield in the rapidly changing contexts of Bangladesh, Mexico or China.

Opportunities for interaction with the larger Providence community are shaped by the relationships between the various design disciplines at RISD and connections to the larger community beyond the borders of the Brown/ RISD Campus. The Urban Design Principles introduces all students to the issues of complex cities and their neighborhoods - concentrating on diverse populations and the role of housing, community services, businesses and civic institutions to making a viable and vital community. Urban analysis and design in the core studio use the examples of providence and Boston, so that students have the chance to experience and analyze in depth the neighborhoods in which they will locate their projects. This understanding underpins later work students undertake through option studios, seminars and special projects.

Options studios have recently focused on storefront designs for non-profits, and the Design for Development seminar/studio has used looked at how to start local green businesses in Providence. City-State, the Urban Design Lab at RISD, was conceived to bridge the gap between the academic worlds of RISD and Brown and the public policy and private development worlds of the Providence Metro area. For several years, the program provided students with the opportunity to enter directly and effectively into the debate of major long-term planning and policy issues in our region. These included affordable housing in smaller towns and suburbs, environmentally sound techniques for waterfront development, and how to redevelop the land opened by the highway relocation. Students contributed their design work, offering those in public agencies, non-profit advocacy organizations and private development a fresh look at new, sometimes unexpected solutions for entrenched problems. City-State has had a major impact in the region and changed the thinking about the key issues addressed. Originally conceived to take advantage of the unique scale of the Providence /RI region to model solutions to complex policy and development questions through design, City-State is now poised for a new era. With stronger institutional support, we are looking to expand its reach to embrace the international work of the faculty who are working on sustainable design solutions in rapidly developing parts of the globe.

This fall will mark the time second time the Department of Architecture students have had the opportunity to participate in the Innovations Studio co-sponsored by the Departments of Industrial Design and Landscape Architecture. Programs in prior years have included power plants, water treatment plants, runoff prevention, and similar infrastructural interventions.

DESINE LAB, a partnership of architecture and landscape faculty, brings design thinking, practices and outcomes together with innovation and entrepreneurship to address issues of global poverty and social and environmental injustice. Recent projects have included field work in India and Sri Lanka. Their next project, a collaboration with Pontificia Universidad Javeriana, in Colombia, is setting up in Central Falls, RI, to work on design for development with the local hispanic community.

The Department of Architecture has committed to an entry to the 2014 Solar Decathlon Europe competition and, informed by the experience of the fall of 2005, has developed ways in which the research, design development, imaging, construction and public presence of the resulting competition entry can be as deeply embedded as possible in the overall student experience, using the Decathlon as a platform for student research and implementation in a way that is academically structured. The aim is to harness the energy and investment in the Decathlon in the following ways: the project has pioneered a deep relationship with the German school at Erfurt, strengthened our partnerships with Brown University, build links with industrial sponsors, and expanded curricular programming in several departments at RISD.

We have had an ongoing relationship with Earth University in Costa Rica, where students can do pioneering work with sustainable energy and construction systems for the third world.

From Highway to Urban Space, a joint Urban Design Studio, went beyond the academic studio process and included public presentations and a publication. Continuing the department's tradition of using academic work to spur important conversations about the future of the Providence region, this collaborative studio was intended as a public service to the City. Three senior faculty members at Brown University, RISD and Yale University joined forces during the fall semester of 2012 to offer an interdisciplinary design studio for advanced students in architecture at RISD and urban studies at Brown to develop conceptual plans for the redevelopment of the vacant land.

[A Better World by Design](#) is a yearly multi-disciplinary conference student initiated and run by students of RISD and Brown University. Architecture students have been organizers and participants and faculty present, moderate and run workshops.

I.1.4. Long Range Planning

Program Process to Identify Objectives

Following the 2008, the faculty began a review of the curriculum, making initial adjustments of the technology curriculum and changes to the history sequence in response to the NAAB visiting report. In the academic year 2010-2011, we undertook a longer term planning effort to reconsider our teaching goals and methods. Weekly meetings of the full-time faculty supplemented regular monthly meetings. These were characterized by in-depth, collegial discussions of our mission, about what makes a RISD architecture education valuable and distinctive, and how we would like the program to evolve. We are a small department with long standing relationships and respect among our faculty which made the process direct, open and rewarding. We met in subcommittees based on areas of the curriculum and resources, then made decisions as a larger group. We came to conclusions about steps to improve the content, structure and schedule of course offerings in all major areas of the curriculum. In the spring of 2011, Department Head Leski organized a major symposium, *Re-Making Architecture*, to place the discussion of our teaching methods into a broader debate about creative pedagogies. Our commitment is summed up as the RISD goal of *Critical Making/Making Critical*, guiding students through a process of intellectual and creative development where the idea and the execution are understood to evolve together and be instrumentally linked. Our long term goals and initiatives include:

1. Animate the Critical Making pedagogy for the Architecture Program to:
 - Improve alignment of course content with studio,
 - Integrate lab and discussion time into non-studio courses,
 - Adjust studio hours to create healthier studio culture with time for reflection.

We carefully staged changes to the course content, created longer blocks of course time, adding discussion and lab time and adjusted the weekly schedule. The changes are outlined in sections II.2.2 and III.2. The next phase for of our planning will involve assessing the effectiveness of the changes we have made to date. This evaluation process will resemble those described in section I.1.5 and the section on sources of data below.

2. Develop a fully differentiated graduate program that will:
 - Consider new directions for graduate study beyond professional degrees,
 - Allow students to take full advantage of the extraordinary resources of the departments at RISD and neighboring institutions,
 - Provide continued opportunities for graduate teaching.

The MArch program began as a way to accept transfer students with previous bachelor degrees. Once established, the success of the program meant that students came with strong backgrounds and undergraduate degrees in architecture and related fields. Graduate students now constitute almost half the program. Over time, we have added graduate sections to required courses, increased the graduate seminar offerings, partnered with the Division of Graduate Studies to expand opportunities for study across disciplines and increased teaching opportunities. As a faculty, we plan to undertake a fuller evaluation and reconsideration of the degree tracks. We will be looking at a range of alternative graduate offerings to understand their appropriateness to RISD.

3. Enhance collaboration with internal and external partners:
 - Strengthen our links to other departments, beginning with Landscape Architecture and the rest of our division, but also working with the Fine Arts and Liberal Arts,
 - Construct an effective, enduring institutional alliance with Brown University that benefits all our students and allows our curriculum to grow in new areas,
 - Build the role for RISD in the development of Providence and the region,
 - Continue our existing overseas partnerships and explore new program opportunities abroad,
 - Increase the involvement of our alumni with the academic program.

Working with deans and department heads, the department is committed to increasing partnerships across the school and beyond. We are working with the Director of Global Partners and Projects to build existing associations into more complete programs, and to expand into new areas of the globe. Several Architecture faculty sit on the GPP committee and are working create long range plans for RISD's expanded presence abroad. Some new initiatives include: the Solar Decathlon, creating new partnerships with Textiles, ID, Landscape Architecture and other departments as well as with Brown University and the University of Applied Sciences Erfurt, Germany; an Innovative Providence studio allowed RISD and Brown students, to work with faculty from RISD, Brown and Yale and city officials; Desine Lab, a project of faculty in Landscape and Architecture working locally and abroad; and we are establishing an advisory board including alumni and practitioners.

4. Develop significant areas of research:

- Expand our support for research and collaborative projects, including external partners,
- Build capacity to manage grants and special projects.

Faculty have worked with Dean Sharma and the Office of Academic Affairs to create successful grant proposals. The department administrative assistant has been working with the Director of Academic Budgets and Facilities Planning to set up grant management protocols.

5. Increase the visibility, nationally and internationally, of the work done at RISD through:

- Improved web presence,
- Continuing to upgrade the department site,
- Working with the college to improve integration with RISD.edu,
- Publish the work of students alumni and faculty - online and in print,
- Participate in public symposia.

New faculty member Carl Lostritto has revamped the department website and is helping to improve the connections to RISD.edu. In addition, the Media Group, RISD's communication office, is in the process of redoing all academic program sites. A priority of the strategic plan is to make the work of RISD students, faculty and alumni more accessible through print, web and other media worldwide.

6. Increase the diversity of the student body:

- Attract, recruit and retain more minority students,
- Build a scholarship fund for minority students in architecture.

The college has made increasing diversity of the student body a significant goal and is devoting resources to recruitment and scholarships. The department has supported symposium and students to the promotion of a critical discourse on diversity. Faculty have participated in recruitment and the department head has begun fundraising for direct scholarships.

7. Upgrade our technical capabilities:

- Renovate the BEB shop and computer spaces into a new shared learning space,
- Add new technical resources and machinery,
- Build alliances to use local experts and specialized equipment.

After renovating our auditorium space, we proposed to the administration that we expand our shop facilities by converting the ground floor of the BEB into a larger, well-ventilated and well appointed shop. It would include new tools and state of the art machinery to be open to all students on campus. In addition, we are advocating through the campus master plan for a new institution-wide, large-scale facility as part of the Center for Critical Making (see section I.2.3.).

8. Build departmental resources:

- Building capacity to raise money for the department and for projects,
- Increase size of restricted funds through outreach to alumni and corporations.

We continue to advocate for additional administrative support for the Department. Recently, the office staff has been expanded by one part-time administrative assistant. Additional staff would facilitate the additional outreach and programming of our long range goals.

Data and Information Sources Used

Data and assessments that include long-range planning include college-wide statistical information on enrollment, recruitment and retention. That information has been collated for the benefit of the department and reviewed by the faculty in a presentation by Jean Eddy, Senior Vice President of Students and Enrollment. Student feedback on courses is collected at the end of every term through detailed questionnaires. This material is reviewed by faculty to determine how courses are received by students and by department heads and deans when faculty are being reviewed. In addition we plan to use new tools to evaluate the changes we have made in the curriculum to date including:

Review of institutional data on admissions and retention of students particularly with an eye to understanding the needs of graduate students.

Feedback from students through:

- Student representatives,
- Survey monkeys and,
- Regular meetings with the department head.

Discussion of how schedule affects students across the college with:

- Department heads,
- Graduate program directors.

Periodic surveys of alumni provide more information about how our graduates do in the field and what professionals are looking for in young architects. Less formally, but with more detail, practitioners come to RISD to speak with students in the Professional Practice course and their feedback is important to the program planning process. More details on assessment tools are laid out in Self Assessment Procedures (see I.1.5.). These are reviewed regularly and figure into the discussions at department heads meetings, deans meetings, and the full faculty meetings.

Long Range Planning

The Maeda presidency was charged by the Board of Trustees to create a long range vision for RISD. The process involved faculty workshops, surveys, town hall meetings and subcommittees. The architecture department had representatives on several subcommittees and a Co-Chair on one. The groups met for a year, submitted recommendations and a draft was created. The document was revised with further input from the faculty, including a Faculty Congress, led by a member of the architecture faculty. The resulting plan: Critical Making, Making Critical is the guiding plan for the college. Throughout this process, a continuous conversation about RISD's strengths and challenges was engaged across the school. (See [this link](#).)

The highest priority proposed for the plan is to enhance our educational model, one that nurtures critical making, thinking and innovation through immersive, disciplinary learning and engagement in the practice of art and design. The plan proposes these strategic goals to advance RISD between 2012 and 2017:

1. Dynamic, innovative academic programs through faculty renewal, enriched and flexible curricula, and a culture of teaching excellence and innovation,
2. A distinctive culture of research that supports art and design studies and scholarship, connects to society in meaningful ways, and makes visible RISD's leading role in this realm,
3. Exceptional critical making and innovation through the development and integrated use of traditional methods and new technologies,
4. Responsive services that recruit, retain and prepare top students for success,
5. An inclusive, diverse learning culture in support of educational and organizational excellence,
6. Effective, efficient information technology and administrative systems,
7. Effectively maintained and upgraded institutional facilities to support the work of the RISD community,
8. Additional resources generated to support RISD's academic goals.

Successful implementation of this plan will enable RISD to prepare our students to be thinkers, makers and innovators in a world of increasing volatility, uncertainty, complexity and ambiguity. It will expand our role as cultural leaders in the greater Providence community, across the country and throughout the world. And it will honor RISD's rich past while building our capacity to shape the future with confidence, creativity and a passion for excellence. Embedded in the plan are metrics and measures for tracking progress on a clear set of goals. Progress is reported at faculty meetings and to the Board of Trustees. To date, some of the achievements include:

- New faculty hires,
- New academic funding, including new endowed chairs,
- Increased funding for the library and nature lab,
- RISD Research Symposium,
- New director for partnered projects,
- Book on *The Art of Critical Making*,
- New computer facilities and fabrication equipment,
- Pilot facility of Center for Critical Making,
- Improved admissions process including common application,
- Increased counseling and disability services,
- Launched campus master plan.

One of the key goals articulated in the plan is to increase the role of art and design research at RISD. As a follow up to the launch of the Strategic plan, two significant efforts began to flesh out what Research at RISD might

mean, the RISD Research Initiative, which sponsored the first RISD Research Symposium, and a Faculty Congress. These efforts included leadership from faculty of the architecture department. In May 2013, the Steering Committee consolidated recommendations from the congress into faculty resolutions that constitute serious steps to support interdisciplinary research at RISD.

The Campus Master Plan is the next major step in long range planning for RISD. It has included the first complete inventory of spaces and facilities. This fall will have a series of workshops for faculty, students, staff and administrators to discuss the directions of the college through the lens of spatial and locational needs and opportunities. Architecture faculty hold two of the three faculty positions on the Steering Committee and will have a role as professionals in evaluating and contributing to the evolving plan. Refer to Physical Resources (I.2.4) and to the [Campus Master Plan](#) for more details.

The Five Perspectives

Long range planning relates to the five perspectives in the following ways:

Academic Community. The department's long-range planning has been integrated with the college's evolving plans through the Strategic Plan and the Campus Master Plan. We work closely with Dean of Graduate Studies, Patricia Phillips, on new plans to support research at RISD, with Dean Sharman on innovations and collaborations in the division, and with Gwen Farrelly, Director of Global Partners and Projects on expanding our presence abroad. Our plans for opening our shop facilities will directly benefit students across the school.

Students. Our long range planning has the goal of providing the best education and experience to our students. We are focussing next on that experience for the graduate students. We are attentive to their development, not only as artists, but also as responsible, connected individuals with an understanding of the world they will help shape.

Regulatory Environment. As indicated above in section I.1.3, the regulatory environment is a starting point, not an end goal, for the education at RISD. We want our students to understand the context and the need for rules from the ADA to zoning, but we also want them to know how to question regulatory regimes and to improve how regulations are created and applied.

Profession. A goal of our long range planning will be to explore how to use our alumni networks more effectively and to study how RISD grads operate in the workplace in the near and far term. We want our students to understand the profession as a diverse and creative enterprise. We know that our alumni are an innovative group and we plan to tap that resource for the benefit of our students with more extensive alumni interactions, a review board and more alumni presentations.

Public Good. We have spent the last few years focussed on a coherent pedagogy for encouraging creativity. Now we are poised to look outward more aggressively and invigorate our connections with local and global communities. We are preparing our students to be primary actors in building a new world and believe that mission comes with great responsibility.

I.1.5 Program Self Assessment

Description of Self-Assessment Processes

The RISD Department of Architecture is examined and evaluated at many scales, from the college-wide assessments to the tracking of individual students. Formal assessments are supplemented by the daily, more intimate functioning of a small school with a collegial form of governance. While much of the internal assessments come from regular communication among a close-knit community, major new long range planning efforts across the college and within the department have led to the use of new methods including town meetings, planning charrettes, and online survey.

Institutional Evaluation. Every ten years the college is visited by two accrediting teams, one from the New England Association of Schools and Colleges, and one from the National Association of Schools of Art and Design. In preparation for these visits, the Department of Architecture takes part in a school-wide self-study leading to a report, including thorough review of our curriculum, facilities, library, governance procedures, and academic policies.

RISD Faculty Meeting. The Faculty Meeting is run monthly by the elected Faculty Steering Committee, which has strong representation from the Architecture Department. The Steering committee strives to keep the faculty aware of issues and events in the administration and any changes in policies and practices. The committee also brings to the administration concerns of the faculty. For instance after a faculty congress on Research at RISD, the faculty submitted to the Administration a set of resolutions proposing ways to increase support for research practices at RISD. This body serves as the full faculty forum on all issues and is where faculty votes are taken.

Department Head Meetings. Exchange of information and ideas among Departments at RISD is facilitated by monthly Department Heads meetings, both divisional and school-wide. The discussions have, on a larger scale, productively fed the planning process instigated by the Provost and, at a more immediate scale, led to increased collaborative curriculum planning and a better understanding of interdepartmental projects across the school. This meeting often previews issues coming up for consideration. For instance the heads of the larger departments worked together to try to address the staffing problems of large departments.

Curriculum Committee. Each Department's required curriculum is approved by the Curriculum Committee. The Curriculum Committee is made up of five faculty, the registrar, and one student member. It is a subcommittee of the Instruction Committee, the fifteen-member faculty-forum for discussion of academic policy, curriculum and Wintersession. Any changes in degree requirements are brought before the Curriculum Committee which makes a recommendation to the full faculty for approval.

Departmental Faculty Meetings. The Department of Architecture maintains a sequence of monthly faculty meetings. These meetings address issues ranging from curriculum to physical resources and support for students and faculty. Ours is a small and collegial faculty, with diverse viewpoints but strong working relationships. The core curriculum in the Architecture Department is created and managed by the full-time faculty. Each member takes responsibility for a segment of the program. Major changes are conceived and approved through discussion in faculty meetings and include the input of part-time faculty. When useful, a subcommittee of the faculty will meet to refine proposals for changes and present them for discussion to the full group. This is how recent adjustments to the curriculum were developed.

Meetings with the Student Body. Student forums are held as needed, both with and without faculty present, as issues have arisen. In a small department with open access between faculty and students, we have a rapid sense of what is happening within the student body and respond in an open and timely fashion. Faculty have office advising hours. The Graduate Program Director meets regularly with the graduate student body. Department Head, Laura Briggs, has instituted regular meetings with students on a monthly basis.

Student Assessment. At the beginning of the Fall semester of their final year, all graduating students are required to submit a cumulative portfolio of their studio work. In most cases, students will have prepared their portfolios prior to that point in applying for a required internship. For the student, the purpose of this portfolio is to begin the process of self-reflection and maturation which culminates in the Spring semester independent Degree Projects. The faculty uses this portfolio submission as an opportunity to screen and assess each individual's progress. An additional and equally important component of this submission, is the opportunity to review the effectiveness of the core and advanced studio curricula. By the same token, faculty, including adjuncts, use this opportunity to review student work, and understand the capacities of their students and the significance of their courses.

Evaluation by Outside Advisors. All major reviews involve practitioners from the New England and New York areas, across the country and abroad. The Alumni Travel Award competition offers an opportunity for external experts to review and critique student work. Although there are many informal opportunities for the Department to receive input, suggestions, and criticism from qualified outside sources (alumni, firms who have recruited

graduates, visiting critics, and professors) a formal external review process has not been maintained to date. A new Advisory Board will be made up of alumni and respected practitioners in the field, committed to a three-year sequence of visits. A chair of the committee will be voted by members of the board. The Department Head, the Dean and a student representative will take part in regularly scheduled visits. This group will be comprised of a panel of architects whose work is admired by RISD Architecture students. The group would assemble to critique a series of representative student portfolios and the department curriculum relative to their own experience as employers and practitioners.

Results of Faculty, Student and Graduate Assessments of Curriculum

Using the assessments detailed above, we have implemented changes to our curriculum content and schedule to be more responsive to the needs of our students and our society.

Curricular Content. The process has moved from discussion to action in careful stages, with changes to the non-studio courses, beginning with the History/Theory courses, moving to the technology sequence and then to representation. As these changes have been phased in we have also expanded our focus to address improvements in the culture of studio itself, and address the relationship of core to options studios. Our motivation has been to create a more integrated and coherent education best summed up as the RISD goal of Critical Making, guiding students through a process of intellectual and creative development where the idea and the execution are understood to evolve together and be instrumentally linked. Changes in content make the course work better connected to studio explorations and more relevant to the work of an architect in these changing times. The core history/theory courses are more focussed on the global world. The drawing sequence considers computer and hand representations as fully integrated methods of analysis and representation. The subjects of structure and construction are now considered together as building systems.

Schedule Changes. Consistent with the Critical Making agenda, the schedule was changed to make longer class periods, allowing for more discussion and lab work. Students apply their knowledge immediately and absorb and understand the material better. All subjects are explored through an inquiry of making. Adjustments in the schedule have altered the culture of studio. Students have more time to work between studio meetings and can no longer stay in the studio all night. These adjustments model our understanding that a life of creative output requires reflection, rest, and nourishment, and that our job as educators is to help develop balanced, creative human beings.

Increased Opportunities. In addition to adjustments in the core curriculum, we have introduced more interdisciplinary educational opportunities, worked to maintain diverse travel opportunities, broadened our alliances with Brown University Departments, and increased graduate student research assistantships.

Institutional Requirements for Self-Assessment

All full-time faculty submit a report of their teaching, college and community service, and professional activities on a schedule stipulated by the Faculty Contract. These reports are reviewed by the Department Head and Division Dean who each prepare an evaluation of the faculty member's performance based on student evaluations and direct classroom observation. The Head and Dean may recommend specific changes and improvements in any area covered in the evaluation. These conversations are fundamental to the department's commitment to teaching teachers. At times of reappointment, the Head and Dean recommend in favor or against reappointment. Their recommendations, along with all evaluation materials, are presented to the Committee on Faculty Appointments (CFA) by the Dean. The CFA makes an additional recommendation to the Provost who makes a summary recommendation to the President. This procedure is established by the Collective Bargaining Contract (pp. 5-12, Appendices A, B, and C of the Contract).

Student Evaluation of Courses and Faculty. At the conclusion of each course, students are asked to complete an evaluation of both the instructor's performance and of the course content. These evaluations are used by the instructors themselves to initiate their own improvements and by Department Heads and Division Deans as a part of the contractually mandated evaluation process for full-time faculty and for the assessment of part-time faculty. This procedure is established by the Collective Bargaining Contract (Appendix F of the Contract).

Institutional Research. The College Office of Institutional Research and Planning regularly conducts studies including questionnaires asking students their opinions about their overall satisfaction with their RISD education. The results of these studies are tabulated and distributed annually. This office annually produces the *RISD Fact Book* a compendium of statistics about the institution available to all on the RISD Intranet. It also helps design the Department of Architecture Alumni Survey and provides objective summary information based upon the Office's professional experience.

Self-Assessment and Long Range Planning

The goals and actions of our long range planning are outlined in I.1.4.

I.2.1 Human Resources & Human Resource Development

Faculty Matrix

	1ST YEAR										2ND YEAR					3RD YEAR			
	FACULTY MEMBER	Summary of expertise, recent research, or experience	ARCH 2101 Desing Principles	ARCH 2141 Architectural Projection	ARCH 2151 Structural Analysis	ARCH LE05 World Architecture	ARCH 2101 Architectural Design	ARCH 2142 Architectural Analysis	ARCH 2152 Wood Structures	LAEL LE22 Modern Architecture			ARCH 2108 Urban Design Principles	ARCH 2154 Steel Structures	ARCH 215T Advanced Studio	ARCH 2155 Concrete Structures			
	Silvia Acosta	Harvard University Graduate School of Design, Master of Architecture 1986, Monash University + Rhode Island School of Design					S12						F12						ARCH 215T Advanced Studio
	Christopher Bardt	Principal, 3six0, M.Arch from Harvard University, Instructor since 1987		F11,F12				S13					F11						
	Jim Barnes	BArch from RISD, 1969, teaching since 1972			F11		S13						F11,F12		S12				
	Hansy Better	MAUD, Harvard University, Harvard Design School, 2000					S13	S13					F12						
	James Dean	2004 MID from RISD, Principal, Case Goods, LLC- design and fabricate custom interiors																	
	Gabriel Feld	Recent publications include "Reading in the City" M.Arch from Harvard University, Instructor since 1984	F11,F12												S12				
	Scheri Fultineer	Associate Professor, Department Head, Department of Landscape Architecture, RISD 2011-present																F11	
	Elizabeth Hermann	Ph.D. from Harvard, in Islamic Architectural and Urban History, 1996																	
	Jonathan Knowles	Associate Professor, Rhode Island School of Design, Providence, RI, 2000 - Present	F11				S13												
	Kyna Leski	Principal, 3six0, M.Arch from Harvard University , 1988	F11	F12															
	Carl Lostritto	M.S. in Architectural Studies from M.I.T. (2012), Cute Little Drawings, (Mole Magazine, 2013)	F12	F12				S13											
	Pari Riahi	Ph.D., History and Theory of Architecture, McGill University, 2010		F12											S12				F12

	FACULTY MEMBER	1ST YEAR										2ND YEAR					3RD YEAR		
		ARCH 2101 Desing Principles	ARCH 2141 Architectural Projection	ARCH 2151 Structural Analysis	ARCH LE05 World Architecture	ARCH 2101 Architectural Design	ARCH 2142 Architectural Analysis	ARCH 2152 Wood Structures	LAEL LE22 Modern Architecture			ARCH 2108 Urban Design Principles	ARCH 2154 Steel Structures	ARCH 2157 Advanced Studio	ARCH 2155 Concrete Structures		ARCH 2157 Advanced Studio	ARCH 2156 Environmental Design I	ARCH 2157 Advanced Studio
	SUMMARY OF EXPERTISE, RECENT RESEARCH, OR EXPERIENCE																		
Anne Tate	Summary of expertise, recent research, or experience MArch from RISD, 1983. Recently published "Massachusetts moves with Transit Towns". New England Environment, 2004											F11,F12							
Susan Ward	Ph.D. Brown University																		
Lynette Widder	Lecturer in Discipline, Columbia University, The Earth Institute, Masters of Science in Sustainability Management, 2012 – Present																		
Wilbur Yoder	MArch. Eng. – University of Illinois – 1963							S12							S12		F11		
Ian Armitage	MArch. - Rhode Island School of Design - 2009																		
Tulay Atak	PhD in Architecture and Urban Design, UCLA 2006, Recent Publication, "Byzantine Modern: Displacements of Modernism in Istanbul," PhD	F11			F11,F12												F12		
Ian Baldwin	MArch, University of Pennsylvania, 2006, Published in ArchitectureBoston, Spring 2013. "Genius Loci: The Unplace" (land use, Boston).								S12,S13										
Adrienne Benz Wood	MArch from RISD, 2005, Visiting faculty at prestigious universities since 2009					S12													
Mitch Berkson	MS in Material Science, U of California at Berkeley																		
Laura Briggs	Master of Architecture, AAD, Columbia University, Graduate School of Architecture, Planning and Preservation, 1991																F12		
Aaron Brode	MArch, Rhode Island School of Design, 1999	F12																	
Michelle Charest	2012 Ph.D. Anthropology, Brown University, Providence, RI																		
Anastasia Congdon	University of California at Berkeley, College of Environmental Design Master in Architecture	F12				S13						F11							

[illegible]

FACULTY MEMBER	Summary of expertise, recent research, or experience	1ST YEAR								2ND YEAR				3RD YEAR		
		ARCH 2101 Desing Principles	ARCH 2141 Architectural Projection	ARCH 2151 Structural Analysis	ARCH LE05 World Architecture	ARCH 2101 Architectural Design	ARCH 2142 Architectural Analysis	ARCH 2152 Wood Structures	LAEL LE22 Modern Architecture	ARCH 2108 Urban Design Principles	ARCH 2154 Steel Structures	ARCH 2157 Advanced Studio	ARCH 2155 Concrete Structures	ARCH 2157 Advanced Studio	ARCH 2156 Environmental Design I	ARCH 2157 Advanced Studio
Michael Larsen	MArch., Rhode Island School of Design 2010		F11						S12							
Kenneth Lewis	Published in The 9/11 Commemorative Issue, (The Riverturns Enterprise, 2011)											S12				
Jorge Liernur	MArch., University of Buenos Aires 1973															
Neil Logan	Columbia University, M.S. Advanced Architectural Design, 1984											S12				
Enrique Martinez	Registered architect in Spain and the U.S. since 1990													F11,F12		
Olga Mesa	B.Arch. RISD 2000, Recent Publication "ArchDaily "Paschke Danskin Double Loft" 2011"	F11,F12														
Edward Mitchell	Recent publication was This Train of Cities, Yale School of Architecture Post Professional Studios, Spring 2013													F12		
Belen Moneo Feduchi	M.A. Columbia University, 1991, Principal, Moneo Brock Studio, New York-Madrid, 1993-present															S13
Ijlal Muzafrar	Ph.D. Theory and Criticism of Architecture; MIT 2007								S12,S13							
Erik Nelson	Massachusetts Institute of Technology / MEng Structural Engineering, 1999			F12												
Dietrich Neumann	Ph.D. Munich Technical University,1988 . Taught at Brown University since 1989													F12		
Peter Nulton	Ph.D. 2000, Brown University, Old World Archaeology and Art															
Anthony Piermarini	MArch., Harvard University 1999						S12									

[illegible]

	FACULTY MEMBER	Summary of expertise, recent research, or experience	1ST YEAR										2ND YEAR					3RD YEAR		
			ARCH 2101 Desing Principles	ARCH 2141 Architectural Projection	ARCH 2151 Structural Analysis	ARCH LE05 World Architecture	ARCH 2101 Architectual Design	ARCH 2142 Architectural Analysis	ARCH 2152 Wood Structures	LAEL LE22 Modern Architecture	ARCH 2108 Urban Design Principles	ARCH 2154 Steel Structures	ARCH 2157 Advanced Studio	ARCH 2155 Concrete Structures						
	Andrew Tower	BArch., Rhode Island School of Design, 2004					S12													
	Nick Winton	Harvard University, Graduate School of Design, Master of Architecture 1990															F12			
	Jason Wood	MArch., Rhode Island School of Design 2007																		
	Dongwoo Yim	MArch from Harvard, 2008																		

Faculty Resumes

Refer to Section IV.4.2.

EEO/AA Procedures

Equal Employment Opportunity And Affirmative Action: Equal Employment Opportunity has been, and will continue to be, a fundamental principle at RISD, where employment actions are based upon personal capabilities and qualifications without unlawful discrimination. We are also committed to the understanding that cultural, ethnic, intellectual, and other diversity among our applicants and employees will positively contribute to enriching the College environment. We therefore make efforts to ensure that our employment opportunities are known widely and that full consideration is given to all qualified candidates and employees. The VP of Human Resources is the EEO/Affirmative Action Officer. RISD is committed to the following principles and procedures:

Making employment-related decisions in areas such as recruitment, hiring, training, promotions, compensation, benefits, termination, and all other terms and conditions of employment without unlawful regard to race, color, religion, sex, age, national origin, disability, veteran status, sexual orientation, gender identity or expression, or any other protected characteristic as established by law,
Ensuring that employment policies are administered fairly and lawfully,
Ensuring that unlawful harassment is not tolerated.

Diversity Initiatives

RISD's goal is to commit resources to recruit and retain students, faculty, staff and trustees of diverse backgrounds, education, languages, and culture and to educate, train, and support the campus in respecting and acknowledging the various perspectives evident in a diverse and inclusive institution. We believe that diversity is critical to creating a truly healthy RISD community at all levels. The mission of Rhode Island School of Design is:

“...to make lasting contributions to a global society through critical thinking, scholarship and innovation.”

In order to accomplish this goal, RISD recognizes that it must build and nurture a diverse community systematically - from the work of Multicultural Affairs around student access and representation to its hiring practices for faculty and administrative staff. The Office of Human Resources ensures that RISD's commitment and goals toward equal opportunity are integral components of all its internal and external policies. The Human Resources Office works with the RISD community to maintain compliance with all federal, state, and local laws pertaining to anti-discrimination and the Americans with Disabilities Act (ADA). Through complaint resolution, programming and training, HR cooperates with members of the RISD community to resolve complaints of discrimination and sexual harassment, and sets forth policies and guidelines that pertain to these areas of conflict.

Policies and Procedures, Appointment and Promotion

The Department faculty in the Department currently numbers thirteen full-time members, including three new faculty joining us in 2013. Eight faculty members hold the rank of Professor, three faculty hold the rank of Associate Professor and the remaining two are Assistant Professors. The full-time faculty satisfies half of the staffing needs in the curriculum, and provides academic leadership, student advising, and service to the Department and the College. Part-time and visiting adjunct faculty satisfies the remaining half of the curriculum, offering opportunities for focused expertise and invitation to established and emerging practitioners. In the architecture program every full-time faculty member must have double expertise: both in design and in at least one specialized field within the curriculum. Typically, each full-time faculty member teaches two studios (6 credit hours each) and two lecture or seminar courses (3 credit hours each) per year. Some faculty have alternate arrangements including teaching assignments during the RISD Winter-session.

Once hired, a series of scheduled reviews take place over a probationary period, which is at least four years and is most commonly seven years. The schedule for annual reviews, reappointment, sabbatical, promotions, and leaves of absence is published and distributed to all full-time faculty members and librarians and is posted to the Academic Affairs page of the RISD Intranet each September. The schedule includes deadlines for each stage of the process (submission to the Department Head, Dean and Provost). For a full description of the process please see the "Full-time Faculty Collective Bargaining Agreement." The Director of Academic Administration annually hosts the Dossier Workshop early in the fall semester on how to prepare a dossier for reappointment, promotion, or critical review.

Policies, procedures and criteria for appointment and promotion of faculty are established in the "Collective Bargaining Contract", articles VII and VIII (available in the Department front office). All full-time faculty are reviewed regularly through a formal process dictated by contract with the faculty association. The process includes a report from the faculty member, a review of standardized and confidential student evaluations, and written evaluations by the Department Head and Dean. Faculty considered for promotion or re-appointment prior to critical review submit a dossier of teaching, professional, college service, and community work. The review of part-time faculty is based upon standardized and confidential student evaluations, and is the mutual responsibility of the Department Head and Dean.

Twenty years ago, the faculty and administration of RISD agreed on a policy which put aside the tenure system in favor of a series of graduated contracts and a "Critical Review" scheduled at the start of a faculty member's first five-year contract. A faculty member who is in good standing for two consecutive five-year contracts may request a waiver of subsequent reviews. The college must show due cause to dismiss any faculty member who has passed his/her "Critical Review". This system has proven in practice to be both rigorous and fair. No single administrator can act against a faculty member without the support of the school-wide Committee on Faculty Appointments. On the other hand, substantial documentation of teaching success and professional accomplishment are required at the time of contract renewal.

Full-Time Faculty. New full-time positions that would create additional full-time faculty positions in a department are requested in writing by the Department Head to the Dean of the Division. All requests for new positions must have a pedagogical rationale and be financially sustainable. Search committees appointed by the Provost receive and review the applications and interview finalists. Finalists visit campus and have a series of interviews with faculty members, students, the Department Head, Dean, the Provost, and often participate in a class or critique. Search committees forward their hiring recommendation to the Provost, who in turn recommends a candidate to the President. The President makes offers of full-time employment in writing.

RISD's full-time faculty members are hired and perform duties according to the rules and obligations of the Full-time Faculty Collective Bargaining Agreement. Unlike faculty members in part-time appointments, full-time faculty members are given rank of Assistant Professor, Associate Professor or Professor, and are expected to conduct professional and/or creative research, perform service duties to the college, its divisions and departments, and advise students on academic and career-related issues. Full-time faculty members are hired on a probationary basis and are evaluated on teaching, professional activity and college/community service activities. The Committee on Faculty Appointments (CFA) reviews renewals of probationary contracts, applications for promotion, and critical review.

International Full-time Faculty. At the conclusion of a search Academic Affairs and Human Resources will be in touch with the incoming full-time faculty member to assist them with obtaining the appropriate working papers. RISD retains legal counsel to assist foreign national full-time faculty to successfully complete applications for H1B status, permanent residence (green card) or citizenship. Academic Affairs will provide the attorney with all documentation relevant to the visa application and pay all attendant fees. Faculty who willfully trespass the limitations of their immigration status are liable for any resulting additional legal costs.

Term Appointments. Term Appointments are temporary full-time appointments made for the length of an academic year. These are made only when an existing position is vacant due to absence of a faculty member. During the period of employment, a faculty member on a term appointment fulfills the requirements of a full-time faculty member, including performance standards in teaching, professional activity and college/community service. Term appointments can only be renewed for a second year after review by the CFA.

Part-Time Faculty. The process of hiring part-time faculty members originates with the Department Head. Contract requests for new adjunct faculty must be accompanied by a curriculum vita and a recommendation for starting salary. The Department Head and Dean recommend hiring to the Provost. New part-time faculty members (even late hires, whose contracts may not be ready), or those who have not taught at RISD for the past three years, must file the federal I-9 and W4 forms required by Federal law at Academic Affairs on or before the first day of classes. They should be prepared to present the required identification for the I-9 form (usually a passport, or a Social Security card and driver's license - although other identification may be substituted).

Continuing part-time faculty may only be given a raise above and beyond the bargaining unit's negotiated annual raise under the special conditions outlined in the "Part-time Faculty Bargaining Agreement" (available in the Department front office). Part-time faculty must be paid stipends (outlined in the Bargaining Agreement) for work (such as visiting another faculty member's class to serve as guest critic, serving on committees, organizing exhibits or other special projects) beyond teaching the courses for which they are contracted. Adjunct faculty receive payment for independent studies, collaborative studies, and serving as a graduate thesis advisor on the payroll following the end of the term. Adjunct faculty may not tutor Brown students' ISPs taken at RISD.

Many of RISD's part-time faculty are members of the Part-Time Faculty Bargaining Unit and are represented by the RISD Part-Time Faculty Association (NEARI/NEA) in contract negotiations. Part-time faculty members teaching at least two (2) courses totaling at least two (2) teaching units are automatically members of the part-time bargaining unit. Bargaining unit members are assessed NEARI dues or membership fees and are entitled to a range of benefits, and an annual salary increase negotiated by the Association on behalf of the bargaining unit members. Please refer to the "Part-time Collective Bargaining Agreement" for details regarding benefits and remuneration. Department heads are advised to familiarize themselves with the Contract and are required to attend annual contract orientation meetings for both full and part-time contracts. All part-time faculty who teach in studio departments have the title Critic or Senior Critic, once they have been issued their first 3-year contract.

Other Part-Time Faculty. Many part-time faculty members are not members of the bargaining unit because their teaching load does not meet the criteria. Continuing part-time faculty members who are not in the bargaining unit receive the annual increase negotiated for the bargaining unit but are not eligible for other benefits nor are they obligated to pay dues or membership fees until they enter the bargaining unit.

Faculty Development

Faculty development opportunities are administered through the Office of Academic Affairs. Support for travel, conference attendance and research comes primarily from the Faculty Development Fund, the Conference Fund, as well as other funds detailed in this report. Additional funds in the operating budget of the Department and Division support attendance to ACSA or similar conferences for the Department Head, and to subsidize other faculty presenting papers or moderating sessions. Recent examples include faculty participation in a conference on post-WWII architecture in Finland, a conference on bamboo construction in Costa Rica, and the SBSE retreat in Washington State.

Professional Development Fund. In 1984, RISD initiated a Faculty Development Fund to which faculty may apply for grants for projects or for release time to facilitate individual professional endeavors. Of the total 669 grants awarded since the inception of the program, twenty full-time and ten part-time faculty members in the Department of Architecture have received grants totaling \$172,855. The Professional Development Fund is currently endowed at approximately \$1 million: the draw down from this endowment is supplemented annually with operating funds from Academic Affairs. \$75,000 is available to be disbursed annually. Grants typically fall in the \$2500-\$4000 range. The Provost has identified increasing the Professional Development Fund endowment as a College priority for Institutional Advancement.

Conference Fund. In recognition of the value that participation in professional conferences bring to faculty members and to the institution, RISD's Faculty Research Office administers a \$10,000 Conference fund that supplements travel, conference, and professional development funds in Departments and Divisions. The application process requires that the Department and/ or division also contribute funding. Applications are accepted on a rolling basis.

Technology Fund/Materials Fund/College Tuition Assistance Plan. The Faculty Contract provides for various funds that support the professional development of the faculty. A \$10,000 Education in New Technologies fund is used for educating faculty members in the use of new technology as it relates to their discipline. All full-time faculty and professional librarians have a \$500 allotment for books, materials, professional organization dues, etc. needed for their professional development. Faculty may request that the Faculty Research Office directly make their Materials Fund purchases or may submit original receipts for reimbursement from the Materials Fund. After one year of full-time service, full-time faculty and professional librarians are entitled to participate in the College's Tuition Assistance Plan which supports enrollment in approved graduate degree or certificate programs at schools outside of RISD. This plan provides for reimbursement of up to \$1500 per academic year for the cost of tuition only upon the successful completion (C or better) of the course.

Faculty Research

Most members of the full-time faculty in architecture are engaged in successful award-winning small practices, which involve the full range of professional services customary in architectural practice. These offices undertake projects in urban centers requiring up to date knowledge in all contemporary practice issues. Many of these firms are within walking distance of the campus; their projects serve as field trip sites and the firms serve as models for professional activity and source for student experience and internship. The course Principles of Professional Practice regularly invites panels of professionals representing the whole range of practices, from large firms to alternative practices. Professor Wilbur Yoder is currently a member of the RI Board of Licensing for Architects, and is a member of the ARE committee. Professor Jim Barnes is the school's IDP Educator coordinator, regularly attending the annual AIA IDP meeting. RISD hosts the Passive House Training Seminars, which offers professional development opportunities. These programs are typically offered a once a year and we generally have two to three seats available each time.

Silvia Acosta

Licenses/Registration:
State of Florida (#13754)

Professional Memberships:
NCARB (#44572)

Professional Experience:

Six Degrees Architecture, Pawtucket, RI
Museum of Underwater Antiquities Competition (with Christine Zavesky), 2012
Architectural Folly Competition (with Christine Zavesky), 2012
DESINE-Lab, Providence, RI
Design, innovation and entrepreneurship of design initiatives based on the premise that design has an important role to play in ensuring social justice. Co-founded with Elizabeth Hermann in 2011

Selected Publications, Recent Research + Conferences:

Monash University + Rhode Island School of Design, Book publication of design-build work at both academic institutions, in progress
New Directions for Global Initiatives, RISD XYZ: Crisscrossing Cultures, RISD 2013
Living on the Edge: Envisioning a New Periphery from the Outside In, Workshop and presentation on the speculative development of Ixtepec, Oaxaca, Columbia University, 2013
Where are the Utopian Visionaries? Architects of Social Exchange, Symposium panelist, RISD, 2012
Blackstone River Users Conference, Presentation on the programming of the Blackstone River, Lincoln, RI, 2012.
Merging Practice with Study, COGDesign website, 2012
Innovations in Environmental Sustainability and Social Responsibility, ReNeable Now TV Series 2012
Locating Positions and Practice: Here, There, How, Presentation on the topic of civic engagement and spatial practice, Brown University, 2011.
Socially Engaged Architecture, Presentation of small built works at A Better World by Design, Brown University and RISD, 2011
A Student-Designed Community Garden Sprouts in Rhode Island, Inhabitat website, 2011
RISD Students Develop Community Ties, Pawtucket Times, 2011
Blossom Community Garden, Archiabile website, 2011

Christopher Bardt, AIA, NCARB

Licenses/Registration:
Registered Architect: RI, TN, NY, MA

Professional Memberships:
AIA, NCARB

Professional Experience:
Principle: 3SixØ Architecture, 1996 - present

Selected Publications and Recent Research:

M2 Interior Design IV, Sandu Publishing Co., Ltd. (pp.56-59,90-93,126-129,296-299,318-321)
50 US Architects: Residential + Planning, Design Book (pp.250-255)
Dwell, February 2012, 'New McDonald' by Marc Kristal (pp.94-96)
Design New England, January/February 2012, 'Sense of Place' by William Morgan (pp.84-91)
Residential Architect, November/December 2011, 'separate but equal' (pp.38-41)
Rhode Island Monthly, October 2011, 'Design Awards 2011: State Champs' (pp.63-73)
Installations by Architects, Sarah Bonnemaïson and Ronit Eisenbach, Princeton Architectural Press
Collection: US Architecture, Edited by Michelle Galindo, Braun Publishers (pp.152-155)
SPA-DE, Vol.12, 'Casual Hip Restaurants' (pp.22-23)
The Hartford Courant, February 22, 'Addition is Space to Believe in' by William Morgan (Commentary) PLUS
Architecture & Interior Design Magazine, February, 'Overseas Interior: 3SIXØ' (pp.30-43)
Architectural Record, September, 'Record Interiors 2008' (pp.122-125)

Eat! Best of Restaurant Design, Braun Publishers (pp.364-371
Restaurant Design, daab (pp.10-17
Architectural Record, December, 'Design Vanguard 2002'
Research: Computational tool to analyze a ribbed plate (with Joy Ko)
Research: Dynamic analysis of Solar Geometry
Research: the material conditions of creative engagement

James Barnes, AIA

Licenses/Registration:
Rhode Island
Massachusetts
Arizona (inactive)

Professional Experience:
Principle: James Barnes Architect 1977-2013

Selected Publications and Recent Research:

Received a grant from the Precast Concrete Institute to teach an architectural technologies course at the Rhode Island School of Design in the Spring of 2014.

Professional Memberships:

The American Institute of Architects
NCARB
Board of Directors, AIA-RI since 2006
Education Committee
 RISD-AIA Liaison
Board of Directors, ACE Mentoring RI since 2007
Chair of the Curriculum Committee
 Recipient of National Exemplary Mentor Award, 2012
Board of Directors, Providence Revolving Fund (Historic Resources)
Facilities Committee, Providence Community Library
 Architect-Advisor on Historic Resources and Facilities
Friend of the Knight Memorial Library
 Development Committee
Providence Preservation Society
Save the Bay
Rhode Island Historical Society
Southside Community Land Trust

Hansy L. Better Barraza AIA, LEED AP

Licenses/Registration:

Rhode Island

New York Massachusetts

Professional Memberships:

The American Institute of Architects / Boston Society of Architects

NCARB

United States Green Building Council

LEED Accredited Professional

Professional Experience:

Boston, MA, 2010-present Founding Principal, Studio Luz Architects, Ltd. Boston, MA, 2002-present

Co-Founder and Treasurer, BR+A+CE: Building Research+Architecture+Community Exchange Inc.

Project Designer/Manager, office dA Architecture and Urban Design, Boston, MA 2000-2002

Architectural Intern/Designer, Kennedy & Violich Architecture, Boston, MA, 1998-2000

Construction Supervisor, Habitat for Humanity, Bridgeport, CT, 1999

Selected Publications and Recent Research:

Where are the Utopian Visionaries? Architecture of Social Exchange, Author, (Gutenberg Periscope Publishing, Ltd., Pittsburgh and New York, Distributed Worldwide by Prestel Publishing, New York, NY, 2012)

Hybrid Buildings Pamphlet Architecture, No.11 Book Review, Author, (Architecture Boston Magazine, Pohly & Partners, Inc. Boston, MA, 2008)

Economy, Quality, and Fit: Sewing as seen in the work of Office dA, Author, (On Site Magazine, The Association for Non-Profit Architectural Fieldwork, Canada, 2002)

Project Design and Research team for the redesign of Harpoon Brewery, Boston, MA, 2013.

Editorial Board Member, ArchitectureBoston Magazine BSA/AIA, Boston, MA, 2005-2009.

Laura M. Briggs

Licenses/Registration:

U.S. Passive House Consultant

Professional Memberships:

American Solar Energy Society

Society of Building Science Educators

Professional Experience:

BriggsKnowles Architecture + Design, Providence, RI, Partner, 1992-present

Steven Holl Architects, New York NY, 1991

Schwartz / Silver Architects, Boston MA, 1986-90

Selected Publications and Recent Research:

RI Foundation Innovation Fellow, Runner Up "Solar Sail, RI SoLab" with J. Knowles, D. Pacifici, 2013

"The Greenest Home: Super insulated and Passive House Design", Princeton Architectural Press, 2013

MacDowell Colony Residency, Project: "Water Mirror" concentrating solar installation, Summer 2012

Principle Investigator and Project Manager, Empowerhouse, 2011 Solar Decathlon, US Department of Energy,

Design and Construction of two solar powered /low impact homes for families Habitat for Humanity of DC. Raised

\$2 million for project costs. Extensive media coverage including, PBS News Hour, ABC Nightly News, CNN,

Huffington Post and NY Times 2009-2012

Mayor's Award for Sustainability, Washington D.C. 2011

Brunner Prize, The Third Skin, Clip-On Woven PV Prototype, 2008

Building Brooklyn Awards, New Foundations Low Income Housing Project, 2008

"Focus the Nation Teach-In: Global Warming Solutions for America", The New School, 2008

"Current Work", Lecture on the work of BriggsKnowles A+D, University of Arizona, 2007

"Building Energy '07", NESEA, Panel Participant, "Buildings + Energy, How We Teach It", MA, 2007

Contributor: "The Green Studio Handbook", Alison Kwok, Walter Grondzik, Architectural Press, 2006

Gabriel C. Feld

Licenses/Registration:

CPAU, Buenos Aires (Matricula Profesional No. 12989)
Commonwealth of Massachusetts (License No. 8618)
State of New Jersey (License No. AI16415)

Professional Experience:

Designer/Draftman, Baudizzone, Diaz, Erbin, Lestard y Varas, Arqs, Buenos Aires, 1977-1979
Associate, Antonio Diaz y Asociados, Buenos Aires, 1980-86
Staff Architect, CBT/Childs Berman Tseckares Inc, Boston, 1988-1989
Gabriel Feld Architect, Boston, 1990-present

Selected Publications and Recent Research:

RISD Faculty Development grants for field and archival research connected with the "Reading the City" course and book: Istanbul (2009,) Cairo (2011) & Mumbai (2013)
Shadrach Woods and the architecture of everyday urbanism
(in "Time-Saver Standards for Urban Design", McGraw-Hill, 2003)
Shad's 'Idee Fixe': Berlin Free University and the Search for Principles of Organization
(in "Free University Berlin", Architectural Association, 1999)
Reading the City (Book Project,) 2009-present

Jonathan R. Knowles, RA

Licenses/ Registration:

Registered, State of Rhode Island, 2010
Registered, State of New York, 1998
Registered, State of Massachusetts, 1989
Certified member of NCARB

Professional Memberships:

American Solar Energy Society (ASES), 2009 - Present
Society of Building Science Educators (SBSE), 2008 - Present
Certified Passive House Consultant Passive House Institute US (PHIUS), 2009

Professional Experience:

Partner, BriggsKnowles A+D, New York, NY, 1997 - Present
Associate, Pasanella+Klein Stolzman+Berg Architects, PC, New York, NY, 1989 - 1996

Selected Publications and Recent Research:

2014 Solar Decathlon Europe, Competition Entry Selection, €100,000
Deutscher Akademischer Austausch Dienst (DAAD), €9,000 award, 2011 & 2013
German Academic Foreign Exchange Service, Winter Travel Studios, Erfurt, Germany
"The Greenest Home: Super-insulated and Passive House Design" edited by Julie Torres Moskovitz, Princeton Architecture Press, June 2013, Freeman Residence
Architectural Record, "Low Energy, but High Impact", M Cockram, April 2011
Rhode Island Renewable Energy Fund Grant, \$70,000 Award, 2005 Solar Decathlon
Rhode Island Economic Development Corporation Grant, \$5,000 Award, 2005 Solar Decathlon
Rhode Island School of Design Research Foundation Grant, \$60,000 Award, 2005 Solar Decathlon
United States Department of Energy Grant, Office of Energy Efficiency and Renewable Energy, \$5,000 Award and Competition Entry Selection, 2005 Solar Decathlon

Kyna Leski

Professional Experience:

Principle: 3SixØ Architecture, 1996 - present

Selected Publications and Recent Research:

Storm's-Eye View: Observations on Creativity. Book in Progress on Creative Process.
"Re:making Architecture." RISD, Department of Architecture. March 2012.
Conceived, organized and ran a two-day event to ignite discussion about architectural education. Invited guest

speakers included Cognitive Psychologist and Educational Theorist, Eleanor Duckworth; Senior Maverick at Wired Magazine, Publisher, Editor and Author of Out of Control, Kevin Kelly; School Reformer and Founding Partner of Big Picture Learning, Elliot Washor; Designer, Author, Pioneer of Information Architecture, Creator of TED, Richard Saul Wurman; Psychoanalyst, Professor Emeritus of Philosophy, Thomas Ewens; Architect and Educator, Sung Ho Kim; Neurologist, Writer and Authority on the neurological basis of hand skill, Frank R. Wilson, M.D.; Founder and Artistic Director of Community MusicWorks, Sebastian Ruth.

Chapter Six, Feminist Practices. Ashgate Publishers. December 2011.

Main stage presentation, "Cohering Entropy," at Poptech, annual conference, Camden, Maine. October 2009
Rhode Island Monthly, October 2009. "Annual Design Awards." Gold Medal for Commercial Construction Renovation (Shepherd of the Valley) and Silver Medal for Residential / New Construction Renovation (Eastside Addition).

Carl Lostritto

Professional Experience:

Sole Practitioner, Design+Computation Consultancy, 2006 - Present

Selected Publications and Recent Research:

Cute Little Drawings, (Mole Magazine, 2013)

The Definition, Necessity and Potential of Drawing Computation (Computational Design DOSYA Issue 29, 2013)

Rendering Drawing (CLOG Journal, 2012)

Flat Spaces and Deep Planes: Evaluating the Spatial Potential of TwoDimensional Computationally Generated Visual Stimuli (Coauthored with Theodora Vardouli, Proceedings of the 2011 Spatial Cognition for Architectural Design Symposium)

Drawn Animations (Testing to Failure, 2011)

Computation Without Computers ("CAAD | Cities | Sustainability" 5th Int'l Conference of the Arab Society for Computer Aided Architectural Design 2010)

Teaching SystemsThinking with Algorithmic Process ("Digitizing Architecture: Formalization & Content" Proceedings of The Fourth Conference of Arab Society for Computer Aided Architectural Design 2009)

Scripting Animation, Toward the Capture of Computational Topologies and the Articulation of Change ("Between Man and Machine, Integration/ Intuition / Intelligence" Proceedings of The Fourteenth Conference on ComputerAided Architectural Design Research in Asia 2009)

Brett H. Schneider

Professional Experience:

Senior Associate, Guy Nordenson and Associates Structural Engineers 1998 - Present

Selected Publications and Recent Research:

WTC Emergency – Damage Assessment of Buildings Structural Engineers Association of NY Inspection of September and October 2001 Volume A Summary Report, and B-F on DVD, SEAoNY, New York, NY 2003

"CAMBER", Sci-Arc, Los Angeles, CA 2004 (Exhibition installation)

"Glass Pavilion, Toledo Museum of Art" with Guy Nordenson in Structural Engineering International, February 2008

"Building Blocks" with Kevin C. Poulin and Sean M. O'Brien, in Civil Engineering, January 2008

"Desarrollo de la Estructura de las Cajas" in Tectonica 29 Estructuras Apiladas, 2009.

Joseph Grima and Karen Wong, "Backstage: Jonas Elding, Florian Idenburg, Toshi Oki, and Brett Schneider in Conversation" in Shift: SANAA and the New Museum, New Museum of Contemporary Art and Lars Muller Publishers, 2008

"A Tale of Two Challenges" with Guy Nordenson in Think/Make Della Valle Bernheimer, Princeton Architectural Press, 2009.

Peter Tagiuri

Licenses/Registrations:

MA #6322

NY #021231-1

NCARB Certified # 35,879

Selected Publications and Recent Research:

AOI, London / Kilospace, Paris, / Citiarc, Hangzhou, SIPDRI Suzhou, Rutz Architekten, Zurich

Columnist for Modern Media Publications, Shanghai "Nurture and Shelter" May 2007

Published in ACSA Proceedings 1989-91

CAA Proceedings, Hangzhou, China 2003-7

CAFA Proceedings, Beijing China 2002

ETH Publications with Prof. Herbert Kramel 1992-3

Anne Tate

Licenses/ Registration:

Registered Architect: Massachusetts 6657

Professional Memberships, Awards:

Congress for the New Urbanism, founding member

Aspen Ideas Scholar 2010

American Institute Of Architects 1995 Young Architects Citation for Service to Communities

Progressive Architecture Affordable Housing Design Competition, First Prize, Designed and Built Prototype, 1991

Boston Society of Architects, Women in Architecture Traveling Exhibition, First Prize

Professional Experience:

Serrafix, Boston MA, Planning consultant, 2007- present

Executive Office for Commonwealth Development, Commonwealth of Massachusetts

Special Assistant for Sustainable Development, 2003-2004

Abacus Architects & Planners, Boston and Wareham, MA: Founding Partner, 1989-2002;

Robert M. Wood Architects, Boston, MA, Project Architect, 1987-1989

Rock-Townsend Architects, London, England, Designer, 1986

August Associates, Boston, MA, Project Manager, 1985- 1986

Monacelli Associates, Cambridge, MA, Designer, 1983-1985

Selected Publications and Recent Research:

"Massachusetts moves with Transit Towns", New England Environment, 2004

"The Mystic View Task Force", Sustainable Design White Papers, 2000
 "Ebb Tide", Book Review, ArchitectureBoston, Spring 1999
 The Bridgeport Museum, Art New England, Summer 1994
 "Mother's House" book review, GSD News, Fall 1993
 Harvard Architecture Review 5, editor, 1986

Wilbur E. Yoder

Licenses/Registration:

Architect: Rhode Island & Florida

Structural Engineer: Rhode Island, Massachusetts, Connecticut, Delaware

Professional Membership:

R. I. Board of Exam. & Reg. of Architects – 2005 – 2012

E. G. Schools: Oversight Comm., 2002 to 2004

Facilities Comm., 2004 to 2008

Building Comm., 2008 to present

NCARB Exam Committee – 1980 – 95, & 2005 – 10

E. G. Historic Preservation Commission – 1983 – 2010

E. G. Rotary Club, 1970 to Present

American Institute of Architects & RIAA – 1968 to Present

National Society of Professional Engineers

Construction Specifications Institute

Professional Experience:

Owner: Wilbur E. Yoder, AIA, PE., 2005 to present

Consultant: Yoder+Tidwell, Ltd., 1995-2005

President: The Yoder Corporation, 1984-95

Owner: Wilbur E. Yoder Assoc., 1970-84

Partner: Yoder & Keegan, 1968-70

Intern: Kiely-Irza & Assocs. 1961-68

Sabbatical Presentations: Regular full-time faculty are given a sabbatical, available either as a full year at 80% pay or half a year at full pay, after each six years of service. Professional leaves are permitted by contract upon application. A pre-critical review leave for one semester at full pay is available to faculty during their first three-year contract. Extraordinary professional development has been achieved during these sabbaticals, much of which has translated directly into curricular development and opportunities.

DePace, Nicola	7/1/12 - 6/30/13	"Villa Magna's Water Conveying System"
Knowles, Jonathan	9/1/12 - 12/30/12	"2014 Solar Decathlon Europe Proposal"
Better, Hansy	7/1/11 - 6/30/12	"Digital Fabrication/Design that Empower Communities"
Leski, Kyna	7/1/10 - 6/30/11	"Three Chapters: Bridge, China and Stories"
Martinez, Enrique	7/1/09 - 6/30/10	"The Nature of Form in the Creative Process"
Widder, Lynnette	7/1/09 - 6/30/10	"Ira Rakatansky: As Modern as Tomorrow"
Feld, Gabriel	7/1/08 - 6/30/09	"Reading the City"
Acosta, Silvia	7/1/08 - 6/30/09	"Kyoto Communal Gardens"
Barnes, James	7/1/08 - 6/30/09	"Architecture and Young People: A Life of Sharing"

Guest Lecturers and Visiting Critics

The Department of Architecture offers an evening lecture series that include about six lectures per term. Guests include national and international practitioners and scholars and serve to engage students and faculty with both recognized and emerging voices. In addition to the operating budget line, the Department has at its disposal several discretionary funds (about \$8,000 per year) for the support of lectures, including the endowed Colin Shoemaker Memorial Lecture. The Departmental lecture series is curated and run by a full-time faculty member. Intermediate and final studio reviews regularly include guest teachers and practitioners from the immediate region and beyond.

2008/2009 - Visiting Critics and Guest Lecturers

Kent Kleinman, Dean, College of Architecture, Art and Planning, Cornell University

Derek Porter, Derek Porter Studio
Andre Schmidt, Office of Metropolitan Architecture
Blanco Lleo, MVRDV
Teresa Stoppani, Leeds Metropolitan University
Sylvain Malfroy, Ecole d'ingénieurs et d'architectes de Fribourg CH
Jinhee Park + John Hong, SsD Architecture + Urbanism
Christopher Bull, Senior Research Engineer, Brown University
Hailim Suh, Himma Studio

2009/2010 - Visiting Critics and Guest Lecturers

Robert Schäfer, Editor-in-Chief, Topos and Garten + Landschaft, Haffenreffer Lecture - "Topos as Landscape"
Einar Jarmund, Jarmund/Vignæs, Arkitekter MNAL, Oslo, Norway - "Lost in Nature"
Peter Lynch, Architect, Studio THEM, New York, New York "Architects are Pedestrians"
John Casserta, Degree Project Seminar Presentation
Krzysztof Wodicko, Co-sponsored with the Department of Digital Media
Mikyong Kim, Professor of Landscape Architecture, RISD - "Recent Work"

2010/2011 - Visiting Critics and Guest Lecturers

Ronit Eisenbach, Professor, University of Maryland; "Building Questions: Installations by Architects"
Takuma Ono and Darina Zlateva, Partners, Aershops, New York, NY; "On Artificial Ecologies"
Timothy McDonald, Onion Flats LLC, Philadelphia; "Physical Work"
Conversation with Ira Rakatansky, Lynnette Widder, Thad Russell and John Caserta; "Ira Rakatansky: As Modern As Tomorrow"
Gareth Doherty, lecturer, Harvard University; "Geography, Ethnography, Design"
Adam Yarinsky, Partner, Architectural Research Office, New York, NY; "Resilient Design at Two Scales"
Jarrod Beck, MFA, March, Solomon R. Guggenheim Museum, NYC; in-class lecture for Thomas Gardner's DP Seminar
Gil Akos and Ronnie Parsons, Studio Model; in-class lecture for Digital Constructs
Mariana Ibanez and Simon Kim, I/K Studio; in-class lecture for Digital Constructs
Eric Goetz, in-class lecture for Digital Constructs; "Composite Energy Technologies"
John Fernandez, Associate Professor and Director, Building Technology Program, MIT School of Architecture, in-class lecture for Environmental Design I; "Building Longevity and Waste Management"
Robert Cerio, Energy Resource Manager, The Hudson Companies/The Apeiron Institute for Sustainable Living; "Energy Assessment Protocols for Built Environment"
Steven Hamburg, Adjunct Associate Professor of Environmental Studies, Brown University's Watson Institute; "Environmental Systems Analysis"
Walter Grondzik, Architectural Engineer and Professor of Architecture, Florida A&M University; "Introduction to Building Assessment and Energy Hypotheses"
Edward Frenette, AIA, Sr. VP of Symmes Maini & McKee Associates; in-class lecture for Integrated Building Systems II; "Participating in the Construction of the East Greenwich Middle School"
Donald Powers, Donald Powers Architects; in-class lecture for IBS "The Process and Design Approaches for the Greene Street Housing Project"
Jarrod Beck, Architect/Artist; in-class lecture for Degree Project Seminar: Ways of Making: Work, Labor, Action. Presentation of current work focusing on long-term installations in the American Southwest
Kenneth A. Lewis, Director, Skidmore Owings and Merrill LLP, New York. "RISD, GSD, TWC, 1WTC, SOM ...an abbreviated life"
Colleen Clines and Devon Miller, Anchal Project, "Social Entrepreneurship + Design: Applying Systems-Thinking to a World in Need"
Shannon Stark, Lowthorpe Lecture, "Mallscapes: Courtship, Commercial Space and the American Teenager"
Daniel Hewett, Assistant Professor, Departments of Landscape and Interior Architecture, RISD, "Practice Learning Context"
Dan Wheeler, FAIA, Wheeler Kerns Architects, Chicago, "Evolutions and Assemblies"
Jim Tolstrup, Executive Director of the High Plains Environmental Center, Lunchtime lecture
Claire Agre - West 8 New York, Lunchtime lecture
Lars Müller, Architectural Publicist, Baden, Switzerland, "Helvetica", Co-sponsored with Graphic Design
Katrín Klingenberg, Director, Passive House Institute US, Part of the Passive House seminar sponsored by the department
Andres Lepik, Former Curator of Contemporary Architecture at MoMA, Lunchtime Lecture, "Teaching Architecture Beyond the Desk-top Horizon"
Roundtable Discussion with Andres Lepik, Former Curator of Contemporary Architecture at MoMA, "Teaching

Architecture Beyond the Desk-top Horizon

Thaisa Way, PhD. ASLA, Associate Professor, Landscape Architecture, Adjunct Associate Professor, Architecture, College of Built Environments, University of Washington, "Constructing History: Concept to Creation"
Laura Haddad and Tom Drugan of Haddad|Drugan, Seattle, WA, "Constructing Phenomena: Concept to Creation"

Tim Lund (M.Arch 2000), Tanya Kelly (MLA 2001), Patty Warren (B.Arch 1979), and Anthi Frangiadis (B.Arch 1996); "Practice at Home" - Each week RISD Alums from Architecture and Landscape Architecture visited Jim Barnes' Professional Practice class to discuss their lives after RISD.

Mark Jarzombeck (MIT), Louis Caranza (Roger Williams) and Dietrich Neumann (Brown) were guest lecturers in LAEL - LE 22 Modern Architecture in Spring 2011.

Alban Bessouet, Director, Acoustics department for Ove Arup, New York, presented a lecture for the Architecture Department's Environmental Control Systems class on room acoustics

Amanda Lahikainen, Brown University faculty; reader for LE22- Modern Architecture, Spring 2010 & 2011.

2011/2012 - Visiting Critics and Guest Lecturers

Joel Sanders, Joel Sanders Architect, "Groundwork: Between Landscape and Architecture"

Eric Howeler, Howeler Yoon Architecture, "Digital Media in Architecture"

Ira Rakatansky, House Tour, Docomom Tour Day

Lucia Allais, "Positions + Practice", Brown Granoff Center, Kooper Studio Level

Cliff Garten, Cliff Garten Studio, "Schooling"

Wang Shu, Amateur Architecture Studio

Kevin Alter, Alter Studio, "Looking for Trouble"

Martin Bechtold, Professor of Architectural Technology GSD, "Digital Media in Architecture"

Anthony Acciavatti, Somatic Collaborative, "Laboratory Field: Transects Across Two Sites"

Tod Williams & Billie Tsien, TWBTA, "Work, at Work"

Tony Fretton, Tony Fretton Architects, "Building for Art and Other Things"

Matthias Sauerbach, sauerbach hutton, Environmental Control Systems Guest Speaker

John Fernandez, JSF Architects, Environmental Control Systems

Pierre Belanger, Associate Professor Landscape Architecture GSD, "Regionalization: Probing the Urban Landscape of the Great Lakes Region"

Geri Augusto/ Silvia Acosta/ Interboro Architects/ Thomas Gardner/ John Peterson/ Damon Rich/ Ahti Wesphal, Positions and Practice Guest Lecturers

Re:making Architecture Symposium: Kevin Kelly, Senior Maverick at Wired Magazine, Screen Fluency; Eleanor Duckworth, Cognitive Psychologist, Educational Theorist & Constructivist Educator; Thomas Ewans, Psychoanalyst, Professor Emeritus of Philosophy, RISD; Sung Ho Kim, Architect, Educator, RISD Alumnus & Principal of Axi:Ome; Elliot Washer, School Reformer, the Founding & Co-Director of Big Picture Learning; Frank R Wilson, M.D., Neurologist, Writer & Authority on neurological basis of hand skill; Richard Saul Wurman, Designer, Author, Pioneer of Information Architecture & Creator of TED, Sebastian Ruth, Founder and Artistic Director of Community MusicWorks.

Jarrold Beck, Guggenheim Museum

David Crandall, Architect and Adjunct Faculty, Parsons

Jim Williamson, Visiting Associate Professor, Cornell University

Bill Massie, Architect in Residence/Head of Architecture Department, Cranbrook Academy of Art

Peter Stempel, Architect & Principal, Stempel Form PC

Judith Wolin and Friedrich St. Florian, Professors Emeritus, RISD

Nader Tehrani, Architect and Principal, NADAAA

Aida Miron, Instructor, The Irwin S. Chanin School of Architecture, Cooper Union

Wu Lei, Suzhou, China PRC/China Academy of Art

Andrew Lyon, Founding Principal, The Functionality

Timothy Love, Associate Professor, Northeastern University & Principal, Utile

Jonsara Ruth, Director of the MFA in Interior Design, Parsons the New School for Design, Popular Architecture

Alan Plattus, Professor of Architecture, Yale University

Ellen Whitmore, Deputy Director of the Department of Capital Asset Management, MA

Giles Depardon, Architect/Principal, Ogawa/Depardon Architects, NYC

Skylar Tibbits and Cristina Parreno, Lecturers, MIT

Anthony Titus, Architect/Assistant Professor, Rensselaer Polytechnic Institute

Domenico Pacifici, Brown University, Department of Engineering

Sam Norod, Architect, Elkus Manfredi, Boston

Amanda Lahikainen, Brown University faculty; reader for LE22- Modern Architecture, Spring 2010 & 2011.

2012/2013 - Visiting Critics and Guest Lecturers

Warren Schwartz and Angela Hyatt, "Survivor (Season 33)"
Francisco Liernur, "The 'casa chorizo': A Typological Precedent of Modern Architectural and Urban Ideas"
Javier Maroto, "Living's Better than Inhabiting"
Susanne Blier, "Woldermap, a New Web Platform for Artists and Architects"
James Wescoat, "Eight Paradises: Design of the Humayun's Tomb-Garden Complex in Mughal Delhi"
Amy Kulper, "Experimenting in Nature's Laboratory: Viollet-le-Duc on Mont Blanc"
Pari Riahi, "Continuum"
Hansy Better Barraza, Panel Discussion, "Where are the Utopian Visionaries? Architecture of Social Exchange".
Presenters include: Hansy Better Barraza, Peter Clegg, Jae Cha, Milton S.D. Cury, Michel Sorkin, Mabel O. Wilson, Pablo Castro and Jennifer Lee, David Gersten, Alberto Perez-Gomez, Mateo Kries, Jonathan Massey, Balkrishna Dashi and Gloria Kury.
Matias del Campo, "Sublime Bodies"
Stephan Rutz, "Down by Law"
Carl Lostritto, "Tracing Computing Culture: Pre-digital to Post-digital"
Marcus Schaffer, Professor Penn State, "The Machine in an Architectural Context: Cultural/Ritual/Spiritual/Rathonal/Industrial"
Lauren Crahan + John Hartmann, Freecell Architecture, New York; "Max Maxim – The Making of a Monster"
Carlo Cappai + Maria Alessandra Segantini, C+S Architects, Treviso, Italy; "Feeling Contexts"
Elena Barthel, Rural Studio, Alabama; "Sustainability with a Small 's'"
Susannah Drake, DLand Studio, New York; "Irrepressible Systems"
Belen Moneo, Moneo Brock Studio, New York; "Recent Work"
Mikyong Kim, Mikyoung Kim Design, Boston MA; "Perception and The Human Experience"

Public Exhibitions

Four galleries on campus show graduate and undergraduate student work and change their shows every two weeks during the school year. The Departmental BEB gallery is used to exhibit the work of visiting critics, faculty members, and interesting practitioners, as well as a constantly changing stream of student work. The Department of Architecture also organizes a major exhibition of student work in the Woods-Gerry Gallery (the main campus exhibition venue) every three years. The BEB Gallery begins each academic year with recent work of the faculty. Shows of student work include Degree Project proposals, work from travel courses (Mexico, Sicily, Cuba), and specific studio results. A full-time faculty member curates, organizes, and runs the gallery on a strict budget. He or she works closely with the faculty member who plans the lecture series to foster synergies.

2009/2010 – Public Exhibitions

Fall 2009

Jarmund/Vigsnæ Architects, "Lost in Nature"
Student Work: Drawings of the 60's Re-Imagined
Annual Degree Project Probes
Schools of the Future, Ria Stein
Landscape Architecture Accreditation Exhibition

Spring 2010

RISD/Florence: Student Installation: Laura Blosser and Alexander McCargar; "Meta/Mimetic/Mnemonics: Remembering through Copying"
Student Work: Design Principles: Architecture
Anne Tate, Student Work: Urban Design Principles
Offset: INside/inSIDE, Maria Guest and Mohamed Sharif
Annual Degree Project Exhibition

2010/2011 – Public Exhibitions

Fall 2010

Installations by Architects: Exhibition from the book
Opening with RISD Alum and author Ronit Eisenbach
Annual Degree Project Probes
Digital Constructs: Student Projects
Co-Hab/Re-Hab: Student Installation
Opening and Digital Competition Exhibition

Spring 2011

RISD, GSD, TWC, 1WTC, SOM... an abbreviated life, Kenneth A. Lewis, Director, Skidmore Owings and Merrill LLP, New York.

Evolutions and Assemblies, Dan Wheeler, FAIA, Wheeler Kerns Architects, Chicago.

Department of Landscape Architecture Graduate Exhibition

Work from Wintersession 2011

Department of Architecture Degree Project Exhibition

2011/2012 - Public Exhibitions

Recent Faculty Work

Kevin Alter, UT Austin: Recent work

Offset: INside/inSIDE

Providence Preservation Society, Photographs: Ten Most Endangered Properties

Pari Riahi: Student Work, Digital Constructs

Installation: Earth Hut, Interdisciplinary Student Competition

Re:making Architecture opening reception

Time Line: Images from RISD Architecture 1900-2012

Landscape Architecture Exhibit

Annual Degree Project Exhibition

2012/2013 - Public Exhibitions

Fall 2012

Opening Feint: Selections from the Attic

RillsCutsFurrows: Work & Workshop with Jarrod Beck

Degree Project Boards

Constructing Landscape

Hansy Better Barraza, "Where Are the Utopian Visionaries? Architecture of Social Change"

Wilderness Cabin: Work by Douglas Skidmore

Spring 2013

Three Weeks: Installation by Max Dehne

Threshold Project: Work & Workspace by Jordan Taylor

"Constructing the Exigent City: Tectonic Machines and Autonomy in the New Displacement Environment" an

Installation by Marcus Shaffer

Constructing Landscape

Forty/Fifteen: Installation by Christian Poules

RISD ARCH/LDAR 2013: Work by Graduating Architecture & Landscape Architecture Students

Student Admission Process

Because the Department of Architecture at RISD is one of a small number of architecture programs affiliated with a college of art and design rather than a major university, it attracts a distinct, self-selected group of students.

The admissions process screens applicants for visual aptitude as well as academic performance and the foundation program (or an intense summer-session run by the Division of Foundation Studies for transfer and graduate students) further reinforces the emphasis on design and visual communication.

There are approximately 230 students in the Department of Architecture at the present time. Of that total, about half are undergraduate BArch candidates and half graduate MArch candidates. Each year, about 30-35 students from foundations enter the architecture program; another 5 as transfer undergraduates and 30-40 graduate students. At any given time, the Department's population is likely to include three to five exchange students, with a comparable number of outbound students at exchange partner schools.

RISD has a high retention and graduation rate. The five-year average (between 2006 to 2012) is 87%. The Department of Architecture rates are consistent with school-wide figures. During the same period, RISD has awarded between 661 and 688 degrees per year and the Department of Architecture between 65 and 96 per year (including both BArch and MArch degrees).

Student admission to the Architecture Department is administered through the school's Admissions Office for both undergraduate and graduate applicants. Architecture faculty reviews graduate Applications, with a second evaluation from the Department Head or Graduate Coordinator. Offers of admission are based on these combined evaluations. Admissions staff and Admissions Committee faculty review undergraduate applicants. The department head or representative Architecture faculty additionally reviews undergraduate transfer students. The Admissions Committee, insuring a rigorous evaluation process and a sense that students are not only admitted to the Department but to the RISD community at large, votes offers of admission. Freshman applicants are admitted to the College, and they begin in the Division of Foundation Studies, after which they declare their majors towards the end of freshman year. Transfer and graduate applicants are admitted to the Department directly.

RISD has an established policy of academic standards implemented through the Office of Academic Affairs. Students receive a letter grade in all courses; in addition, they receive written evaluations in all classes smaller than twenty-two students per class. The letter grades are computed numerically on a zero to 4.0 scale. Undergraduate students have to maintain a minimum 2.00 GPA by term and cumulatively. Graduate students are required to maintain a minimum 2.75 cumulative GPA, 2.00 in the first year and 3.00 in subsequent years. Students that fall below those standards are placed on probation. After two consecutive, or three non-consecutive terms on probation students are asked to withdraw. Re-admission is contingent upon the student's demonstration of ability, which is a combination of both study and work. These policies are implemented by the Academic Standing Committee in consultation with the Department Head.

There are several checkpoints for assessing the progress of students. At the end of the first term and at any time during the second term of the students Foundation year, there may be a review of any student whose performance indicates a probable inability to meet requirements. The student may be asked to withdraw or take on remedial course work. The grading of each of the core studios in architecture - Design Principles, Architectural Design, and Urban Design Principles - is reviewed collectively by the faculty and coordinator of each studio. A failing grade requires the repeating of the course and the student is prevented from progressing in the required studio sequence. This review also serves as an opportunity to provide individual academic counseling for these students. At the beginning of the Degree Project sequence, students in their final year are reviewed by the panel of advisors who consider portfolios of work, studio grades and cumulative GPA. At the completion of degree projects, the panel of advisors reviews the grades for all students.

Student Support Services

Advising for Registration. All students are assigned an academic advisor upon entry to RISD. For a freshman, it is one of the Foundation Studio instructors. For everyone else, it is a faculty member in his or her major department. The advisor is available to talk with students about academic issues or problems with the academic program. They can help students to become more familiar with RISD's academic procedures and resources.

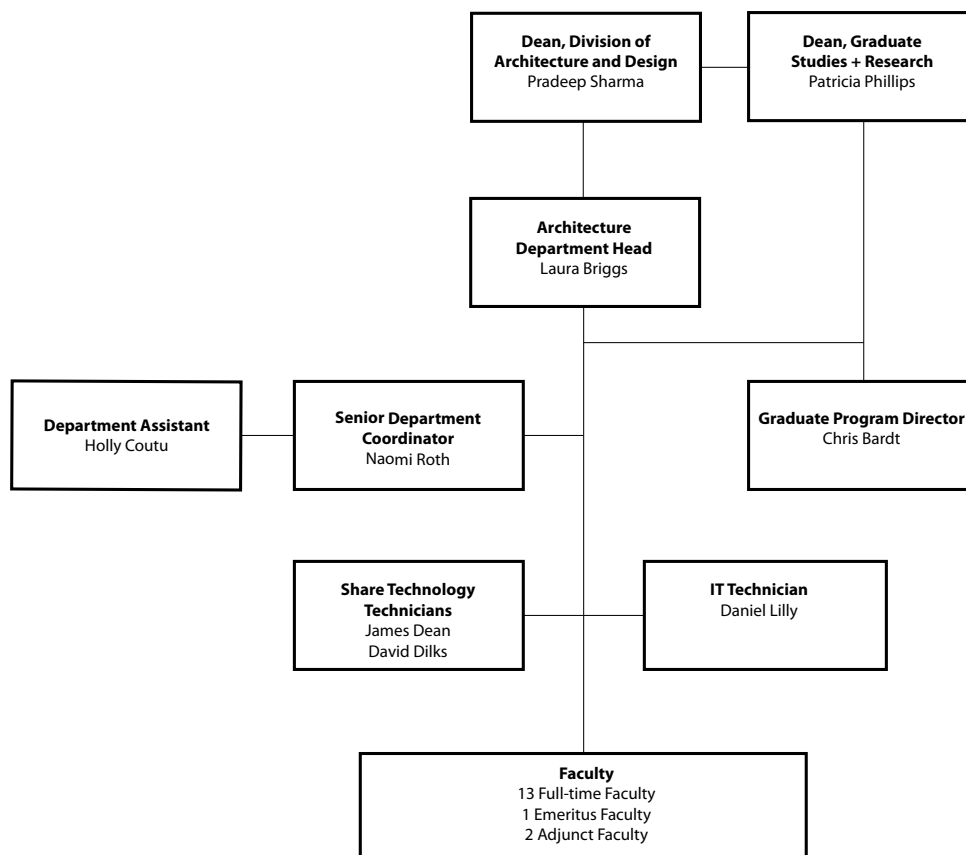
Liberal Arts Advising. Liberal Arts offers "walk-in" advising in the Division Office (College Building 418). If there are questions the office staff cannot answer or that require input from a Liberal Arts department head, concentration coordinator or the Dean, the staff will help students make the appropriate contact. Many students also contact the Dean, heads and concentration coordinators directly. Concentrators should, ideally, meet with their concentration coordinator at least once a semester. In addition, starting in fall 2012, all juniors will be assigned a Liberal Arts faculty member as their Liberal Arts advisor.

I.2.2. Administrative Structure & Governance

The Rhode Island School of Design is a privately endowed college with an enrollment of about 2,000 undergraduate and 400 graduate students. The Provost reports to the President, the Deputy Provost (a new position) and the academic Deans report to the Provost. The Deans administer the divisions of Architecture and Design, Fine Arts, Foundation Studies, Graduate Studies, and Liberal Arts. The Dean of Architecture and Design works in concert with the other Deans and members of the Academic Council to govern the academic Departments of the school. Monthly meetings of all department heads assure a sense of common purpose, collaborative problem solving and a forum for creating new areas of cooperation. Meetings of department heads within the Division of Architecture and Design, chaired by the dean, insure collaboration and consistency with closely allied design disciplines.

Administrative Structure. The Department of Architecture has a very compact administration, consisting of Department Head, Graduate Coordinator, Department Coordinator and Department Assistant. Each member of the full-time faculty has responsibility to coordinate a portion of the curriculum. Certain Departmental tasks are distributed to full-time faculty, such as coordinator of the Lecture and Exhibition series, and the department blog. Of the nineteen departments within the college, there are three large departments, the Department of Architecture, Illustration and Industrial Design. Traditionally at RISD, Department size does not reflect additional administrative support. This has been a topic in recent faculty contract negotiations. Recently the staffing of the department has been increased through the addition of an administrative assistant to address this long term need.

Architecture Department Organizational Chart



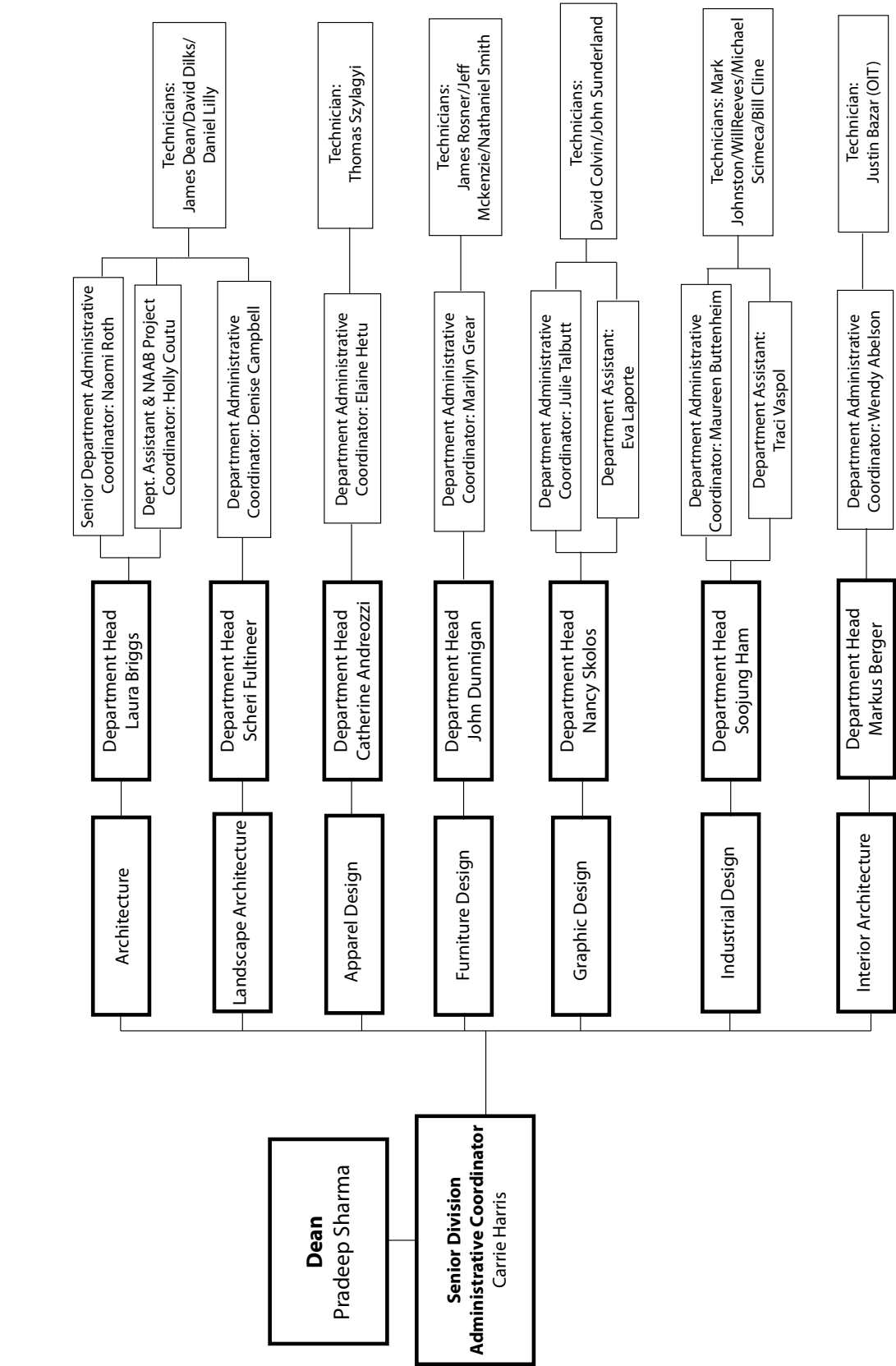
Architecture Department Head. The Department Head has the primary responsibilities of staffing, recommending appointments of part-time faculty and visiting critics, adjusting the curriculum to changes in personnel, appointing Departmental Committee Chairs and Program Coordinators, reviewing and evaluating faculty performance in the studio and the classroom, reviewing all transfer, graduate and readmission applications for entry into the Department and attending to the accreditation process, initiating long-term initiatives and capital requests, and representing the Department in inter-Departmental, divisional and school-wide undertakings. In recent years, this role has expanded to include the acquisition, negotiations, and coordination of external partnerships, and the cultivation of new exchange and academic knowledge-sharing agreements-especially in Asia, Northern Europe, and moving forward, Latin America. The Department Head also initiates and coordinates Departmental publishing and positioning. With such initiatives as the RISD Solar Decathlon entry and other design/build projects focused on both affordability and sustainability, the Department Head's role is increasingly able to identify and build upon the nexus between pedagogy and entrepreneurship. With regard to financial leadership, the Department operating and capital budgets are framed each year by the Head, working closely with the Dean; these two positions are responsible for approving all expenditures. The Head of the Department is selected for a three-year term from the full-time faculty; the contract establishes release time equivalent to half of the regular teaching load (3 TU's) and a stipend in allowance for administrative service (pp. 25-26 of the Contract).

Architecture Department Graduate Coordinator. The Graduate Program Coordinator is an advocate for the graduate students in the Department of Architecture and a liaison between the Department and the Division of Graduate Studies. The Coordinator's duties include recruitment, admissions, distribution of graduate financial aid (fellowships) and assistantships and the enormous task of representing to graduate students and applicants the Department's pedagogic identity, working closely with the Department Head. The contract establishes release time of two Teaching Units and a stipend in allowance for administrative service for the Graduate Coordinator. (p. 26 of the Contract.)

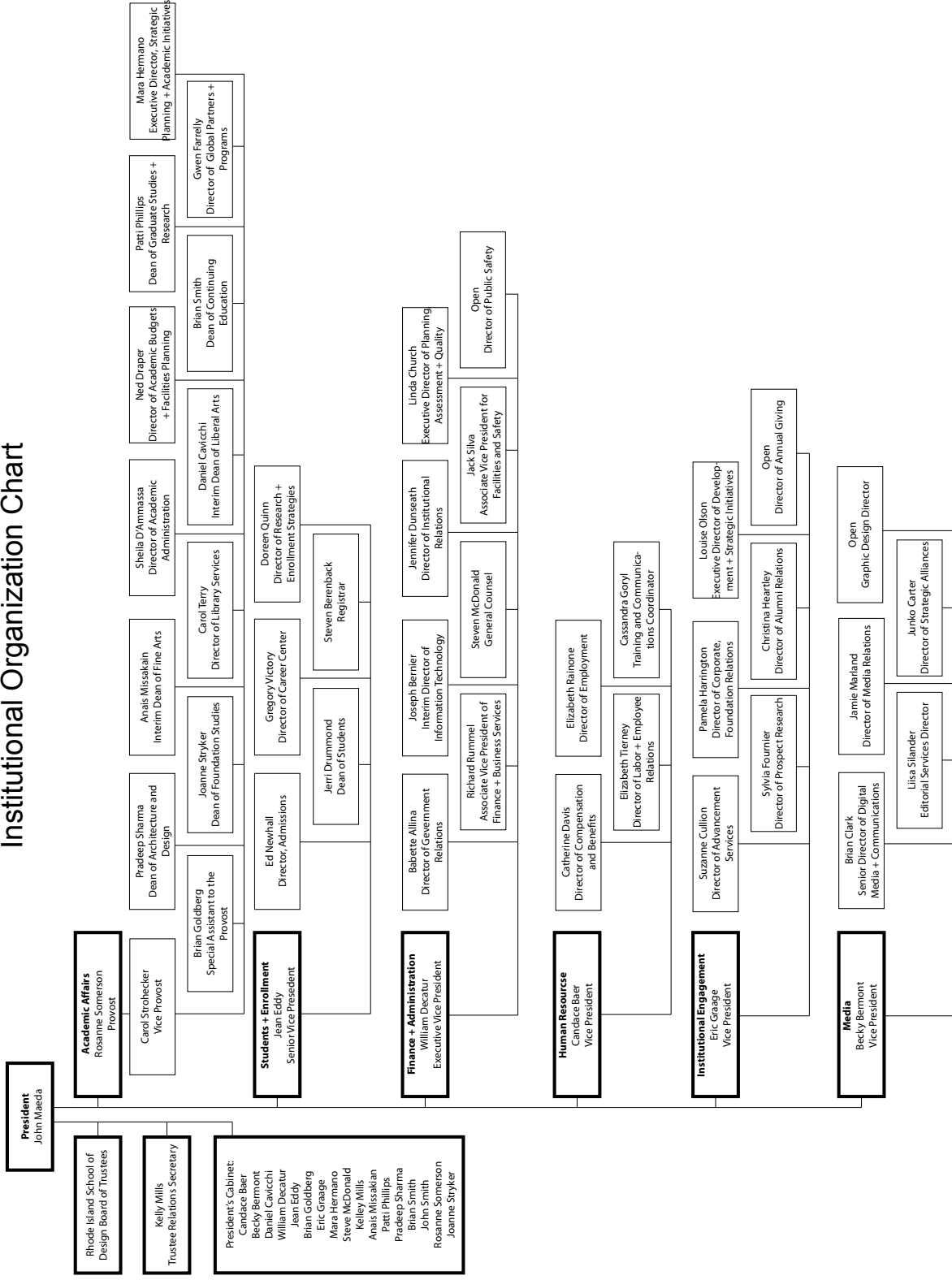
Division of Architecture and Design. The Department of Architecture is one of seven departments in the Division of Architecture and Design. The other Departments within the Division are Landscape Architecture, Interior Architecture, Industrial Design, Graphic Design, Furniture Design, and Apparel Design. The Departments of Landscape Architecture, which is graduate only, and of Architecture, are highly compatible in pedagogic approach and size, share mutual responsibility for the Bayard Ewing Building (BEB), where both are housed. This includes coordination and collaboration on capital budgets, curricular development, and long-term planning. Discussions between the two Department Heads, because of physical proximity, are frequent and productive. The Department of Interior Architecture, previously housed in the BEB, is now located in the CIT building, along with the graduate studies office. Cross-registered courses and studio exchange insure the continued collaboration of the two departments. Department heads in the Division of Architecture and Design meet monthly with the Dean. These meetings facilitate intimate knowledge of all seven Departments and their degree programs, as well as refined and concerted academic planning and goal-setting.

Dean, Division of Architecture and Design. The Dean of the Division is the primary advocate for the Division and its Departments, responsible for inter-Departmental interaction, both within the Division and beyond, and for development in its broadest sense - developing the strength and resources (intellectual and physical) of the Division and its Departments. The Dean is also responsible for the effective execution of all departmental and divisional operations and procedures. The Dean independently reviews, evaluates, and recommends full-time faculty for reappointment and promotion to the Committee on Faculty Appointments. The Dean is responsible for the allocation and coordination of the Department budgets, space requirements, and support services. The Dean meets individually with department heads and conducts monthly formal meetings with all the department heads in the Division, which are supplemented by individual department and conducts an annual divisional faculty meetings.

Division Organizational Chart



Institutional Organization Chart



The Deans' Advisory Council. The Dean's Advisory Council is comprised of the Deans from all five academic divisions, the two Associate Provosts, the Academic Affairs Administration Manager, and the Provost. The council meets weekly or bi-weekly throughout the year. The Deans Advisory Council is charged with advising the Provost on the execution of academic policy, the allotment of resources within the academic areas of the college, and all other matters affecting RISD's educational mission. The Provost reports to the President, in whom is vested, by the Board of Trustees, final authority for all decisions concerning the operation of the school. Faculty in the Department of Architecture participate in all institutional governance committees, including faculty appointments, instruction, and admissions. In addition, they are often called upon to serve on searches in other departments as well as in ad-hoc committees, and participate on trustee committees as observers.

Other Degree Programs in the Division of Architecture and Design

The Division of Architecture + Design contains seven departments including Apparel Design, Architecture, Furniture Design, Graphic Design, Industrial Design, Interior Architecture and Landscape Architecture. These Departments offer programs leading to the undergraduate degrees:

Bachelor of Fine Arts (BFA) 4-year program in Apparel Design, Furniture Design, Graphic Design, Industrial Design and Interior studies

Bachelor of Architecture (BArch) is a 5-year program

Graduate Degrees include the following:

- Master of Architecture (MArch) - 3 year program
- Master of Design in Interior Studies (MDes) - 2 year program
- Master of Interior Architecture (MIA) - 2+ year program
- Master of Landscape Architecture (MLArch) - 2 and 3 year program
- Master of Industrial Design (MID)
- Master of Fine Arts (MFA) in Furniture Design and Graphic Design
- Master of Art (MA) - 1 year in Interior Studies

Besides the degrees offered by the Department of Architecture—BFA in Architecture, Bachelor of Architecture, and Master of Architecture other Departments in the Division of Architecture and Design offer the following degrees:

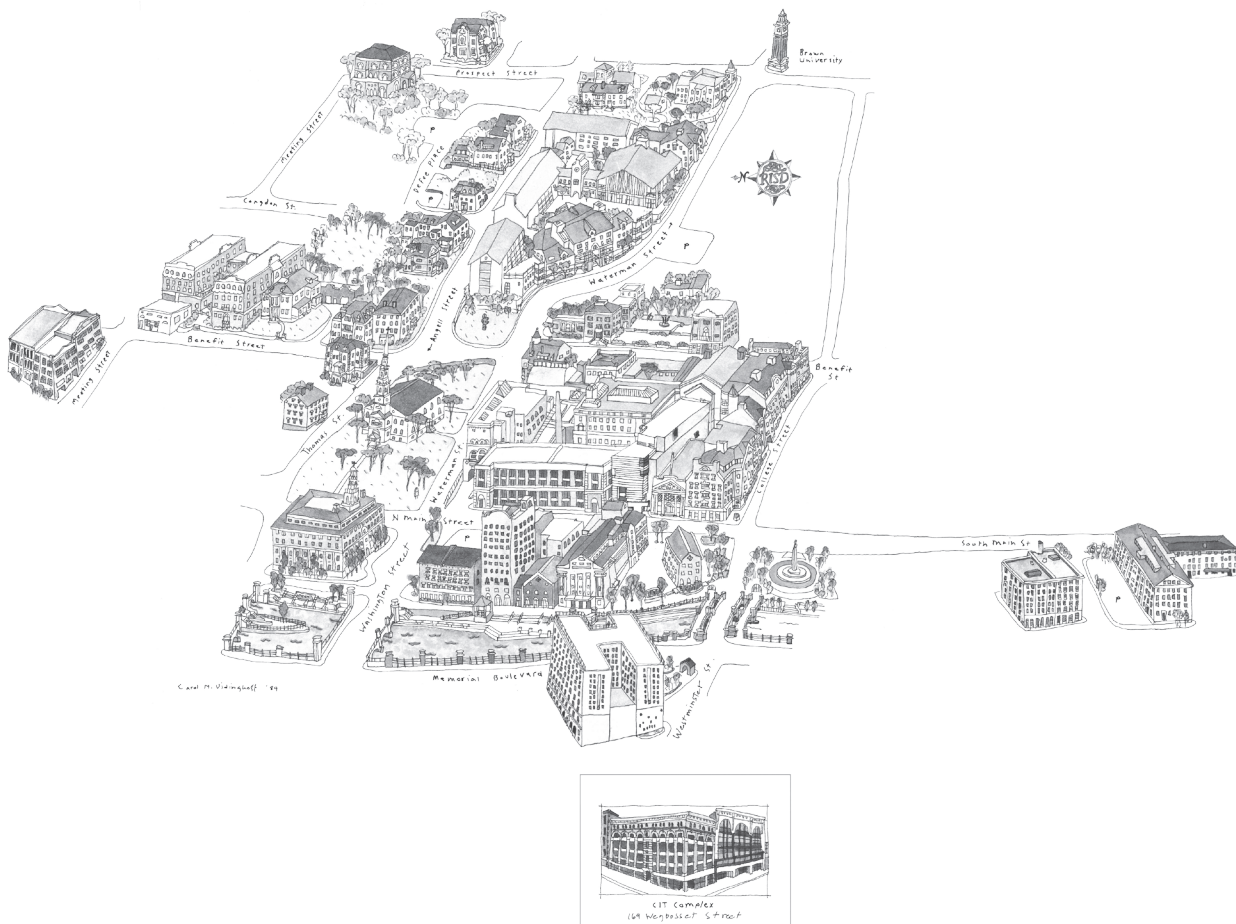
- Bachelor of Fine Arts in Apparel Design (4-year program)
- Bachelor of Fine Arts in Furniture Design (4-year program)
- Master of Fine Arts in Furniture Design (2-year program)
- Bachelor of Fine Arts in Graphic Design (4-year program)
- Bachelor of Graphic Design (5-year program)
- Master of Fine Arts in Graphic Design (2-year program)
- Bachelor of Fine Arts in Industrial Design (4-year program)
- Bachelor of Industrial Design (5-year program)
- Master of Industrial Design (2-year program)
- Bachelor of Fine Arts in Interior Architecture (4-year program)
- Bachelor of Interior Architecture (5-year program)
- Master of Interior Architecture (3.2-year program)
- Master of Landscape Architecture (2 and 3-year programs)

I.2.3 Physical Resources

Physical Plant and Environs

Providence provides a rich setting for the school with many amenities within walking distance. College Hill, with over a mile of beautifully restored eighteenth and nineteenth century houses and churches, is the largest intact enclave of historic houses in the Northeast. Neighboring Brown University, with its libraries, athletic facilities, student film and literary societies, music and theater groups, is entirely open to use for RISD students.

Downtown Providence, just across the river from the College, also has its share of fine historic buildings, including the splendid Providence Arcade, included by Aldo Rossi in his *Scientific Autobiography*. Lively neighborhoods introduce our student population to the pleasures of urban life in a small city. Boston is also easily accessible; students make frequent trips to see lectures and exhibitions at Harvard, MIT, and the Boston Architectural Center. The region also provides beautiful beaches and other recreational resources, including RISD's Tillinghast Farm.



RISD Campus

Bayard Ewing Building. The Architecture and Landscape Architecture Departments share the Bayard Ewing Building, one of Providence's most handsome brick and granite waterfront warehouses, which was renovated in 1977. The "BEB" at 231 South Main Street is adjacent to the Department of Industrial Design. Both buildings are a few blocks from the main campus, in the midst of an historic commercial district of businesses, cafes and shops, including a small cinema/café and a RISD-operated deli, where students may use their meal plan cards. As is the case with much of the RISD campus, the BEB resides adjacent to Providence's revitalized riverfront park system, with walking paths to the center city and upper Narragansett Bay.

The Bayard Ewing Building provides dedicated studio space for over three hundred students from the Departments of Architecture and Landscape Architecture. The building has a gallery, a lecture hall, faculty offices and lounge, class and critique rooms on every floor, a computer lab with digital output and technical advising area, a reading room, and a model shop with machine room, bench room, staging areas and laser cutting area. The entire building is outfitted with wireless networks for internet access. It is a flexible, hardworking building with good light, well-placed services and an excellent relationship to its urban and natural environments.

Model Shop. The BEB Model Shop serves the ARCH and LDAR Departments by handling the widest variety of materials, machinery, and processes of the two departments. Locker and stock storage space and hazardous materials storage are available in the shops for students. The shop has hours available for students each day during the school year, and a technician or monitor is always on duty during shop time. Machinery includes:

- (2) Laguna band saws
- (2) Delta Drill presses
- Sanders
- (2) 10" table saws
- 20" Martin jointer
- 20" General planer
- (3) Universal laser cutters
- 59" x 120" Techno CNC router
- (4) Makerbot 3D printers
- Work Benches
- Various hand and power tools

Shared Technologies. In addition to the model shop, the Department also participates in the Shared Technologies program at RISD, which gives students access to traditional and digital technologies in other departments as well as access to the Center for Critical Making. RISD maintains an extraordinary variety of fabrication facilities for materials of all sorts and at all scales, from jewelry and light metals to large scale metal and casting. Up-to-date shops for work in metals, wood, plastics, glass and ceramics, each with its own technical staff, provide opportunities unsurpassed among schools of architecture and design. These facilities are monitored and maintained by the Departments that they serve and access to these shops is sometimes limited, although negotiable. Nonetheless, access to them provides expertise and intimate links to an enormous scope of fabrication techniques that are invaluable to architecture students. Graduate students can establish connections to non-major shops for special projects by application. All students have access to most of these facilities during the



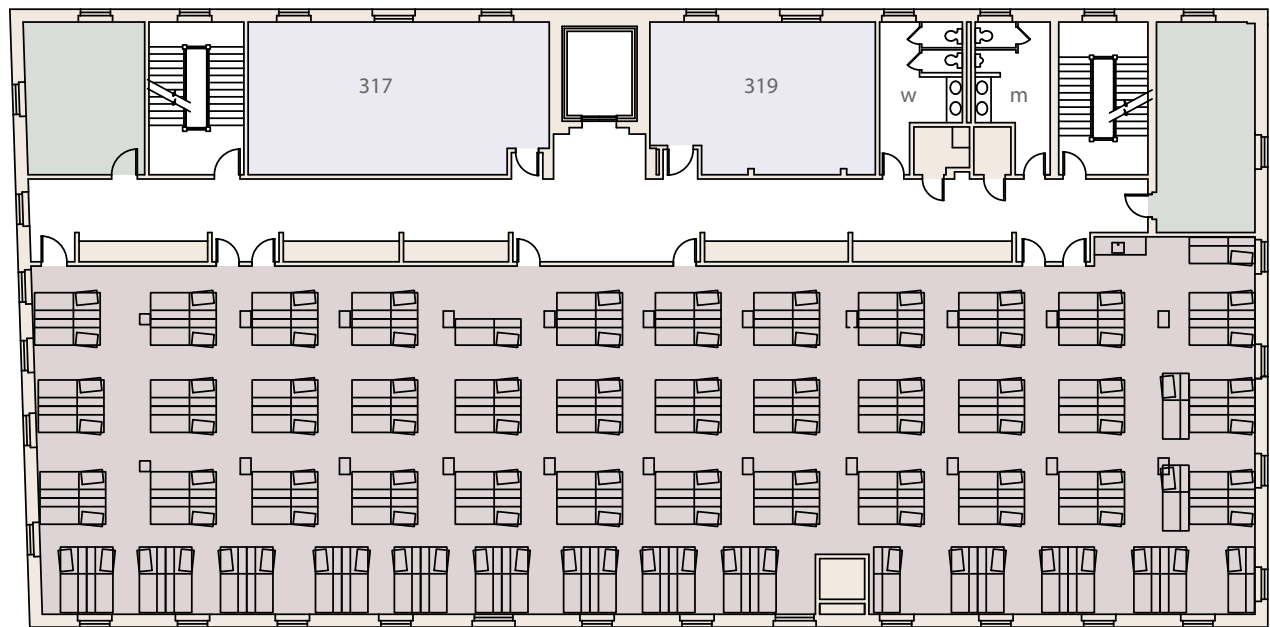
1st Floor Plan



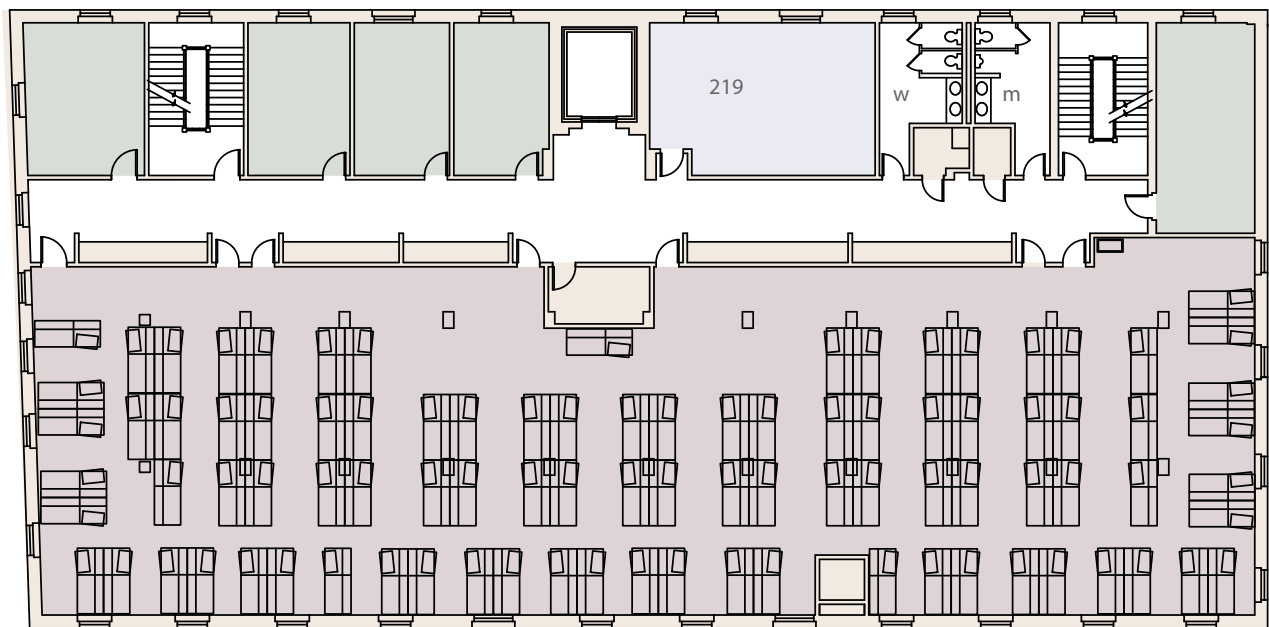
Basement Plan



Bayard Ewing Building Floor Plans



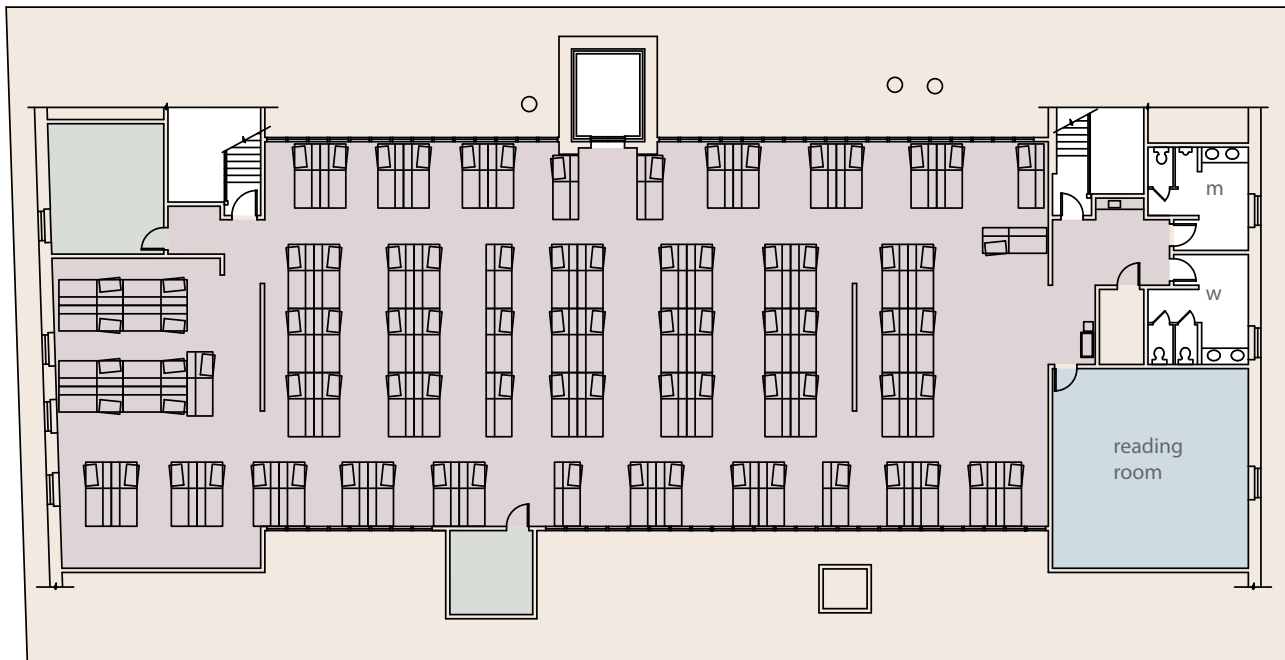
3rd Floor Plan



2nd Floor Plan



Bayard Ewing Building Floor Plans



4th Floor Plan



Bayard Ewing Building Floor Plans

Winter-session elective period.

The Chace Center. Located at the very heart of the campus, the building brings together the museum and the academic programs. Facilities include museum galleries and study rooms, a large student gallery, social and recreational spaces, foundation studios, faculty offices, common classrooms, meeting rooms, and a new auditorium. Rafael Moneo, the renowned architect from Madrid, Spain, designed the project.

The Center for Integrative Technologies (CIT). houses the Department of Interior Architecture and the administrative offices of the Division of Graduate Studies. Graduate Studies offers cross-registered courses and other support for all RISD graduate students, and various studio, exhibition, and classroom spaces. Kennedy and Violich, from Boston, were the architects for the project.

15 Westminster and the RISD Fleet Library. The RISD library is in one of Providence's finest commercial banking buildings. Student housing is located on the upper floors, and the Library is located in the spectacular ground-floor banking hall. Over 300 new beds in suites and apartment-like settings occupy the third to sixteenth floors. The RISD Library, on the first and second floor, can now expand and has incorporated many new amenities, from enhanced study and reading facilities to new media. The award winning Office dA was the architect for the library.

Woods-Gerry House The Woods-Gerry House (or Dr. Marshall Woods House) is an historic house on 62 Prospect Street in Providence. The house was built in 1860 by Richard Upjohn in the Italianate style. The building houses the RISD Admissions Office and an exhibition space for student work. Architecture department degree project reviews are held in the Woods-Gerry Gallery annually. In addition, the architecture department mounts a major exhibit of student work every three years in the galleries.

Brown University Library System. RISD students are accorded access and borrowing privileges at the Brown University Library system, which contains more than 6.8 million items, and provides access to a wide range of materials online. The Library system includes numerous libraries, collections, and annexes. The John D.

Rockefeller, Jr. Library, otherwise known as “the Rock”, serves as the primary teaching and research library for the humanities, social sciences, and fine arts.

Description of Changes Under Construction or Proposed

Since the last accreditation visit several spaces in the BEB have been upgraded. The BEB auditorium was renovated to include better wall display areas, seating, lighting, air conditioning and projection systems. Faculty offices were reassigned in an effort to consolidate the Department of Landscape Architecture Offices into one area of the building. The faculty lounge on the first floor was painted and re-furnished. Room 402 was converted into a student reading room. Hallway lighting was upgraded with energy efficient fixtures. The model shop and computer lab were painted and outfitted with new workbenches and chairs. Room 001 on the BEB ground floor was cleared to make room for a model storage area.

Center for Critical Making. A goal of developing RISD’s critical making facilities is to create a shared space for digital fabrication equipment so that students from different disciplines can work side-by-side, allowing new kinds of influence and innovation to flourish. As RISD continues to develop new spaces for cross-disciplinary conversation and collaboration, it is understood that seeing enables collaboration. The proposed facility at the Fletcher Building, 212 Union Street, offers a unique and public facing space to implement this practice. June 2014 is the target open date. The Center for Critical Making is a test facility. It will be followed by the renovation of the BEB shop into a second center to provide a space for students and faculty at RISD and Brown to meet and share intellectual capital; space for building, testing and analyzing at multiple scales; experiments with hybrid materials, advanced energy delivery systems, and building components; diagramming of building systems and technology integration; space to house computer and machine equipment as needed by the research agenda of specific grants. The proposed facility would bring together engineers, artists and designers from around campus and from around the State in order to foster cooperative experimentation. Students working within the facility would be collaborating to design, engineer, assemble and integrate complex building systems and components. By creating a strong link between academia, the community, and industry, the proposed research center could be a crucial step to increasing the research platform and the competitiveness of the State of Rhode Island. Furthermore, the facility would be one-stop shopping for the digital design equipment currently scattered around campus. The operating costs, personnel and platforms that operate the equipment will be shared. In the end, it will make RISD more competitive in terms of its reputation, student recruitment and faculty retention. This proposal is on hold as the college launched the Campus master plan, but it will be considered in the context of the overall plan. It remains a pressing concern for our department as it involves basic health and safety upgrades to the ventilations system for our current shops.

2014 Master Plan Process. The RISD Office of Campus Planning initiated the campus master plan in early March 2013. A draft plan will be presented to the Board of Trustees in May 2014 and voted for approval in October 2014. The current website is <http://campusmasterplan.risd.edu/>. There are three phases to the master plan process:

Phase 1. Data collection and analysis, March 2013 - August 2013: In Phase 1, the master planning team met with over 400 people in 70+ meetings to discuss visions for the future of RISD. A space inventory data collection effort involved viewing each and every space on campus to collect space and departmental use information, and rating each space as to overall quality, utilization and suitability for its current function. A deferred maintenance and building assessment data collection effort was begun and will conclude in early fall. Analysis of the information gathered in the meetings and the inventory data will be compiled into a State of the College Report that will be presented to the campus community in September 2013.

Phase 2. Conversation, prioritization, and options development, September 2013 - February 2014: Based on the key planning drivers that will be identified in the State of the College report, a series of campus conversations will take place in September and October 2013 to shape the desired outcomes. Issues and needs will be prioritized by the Steering Committee. Open charrettes will be held in October and November to develop options to meet desired outcomes. Three comprehensive option frameworks will be developed and presented to the campus community for feedback in January of 2014. These options, along with a synthesis of the feedback, will be presented to the Board of Trustees in February 2014.

Phase 3. Draft and Final Plan Development, March 2014 - October 2014: The Board's feedback will guide the Steering Committee in selection of a single option framework to be further developed into the draft master plan. The draft will be presented to the campus community and ultimately to the Board of Trustees in May of 2014. Feedback from the community and the Board will shape the development of the final plan report, to be voted on for approval by the Board in October of 2104.

Beyond the specific benefits of these plans, these projects represent a broad commitment on behalf of RISD to excellence in architectural design that gives the Department of Architecture unique exposure to the work of distinguished professionals.

Available Computer Resources

The Department continues to develop and support digital technologies as a method of investigation and production. Through the Office of Information Technology, RISD supports a series of computer facilities, some dedicated to specific Departments, others for college-wide use of faculty and students. The main facility for the Department of Architecture is the BEB Computer Lab, including 16 workstations, 2 color plotters, 1 wide format 42 inch scanner, 8.5 x 11 and tabloid color and black & white printers and 3 transparency/reflective scanners. Software includes: AutoDesk Education Master Suite 2014, Adobe Creative Suite 6, Rhinoceros 5 with Vray, Flamingo and Grasshopper plugins and ArcGIS 10. As laptop computing has become ubiquitous, the lab has transformed to offer students and faculty access to high-end equipment, as well as output and software applications that are not directly taught in courses but remain valuable tools for all designers. The Division of Architecture and Design also requires specific student laptop hardware configurations, as well as specific software. All student and common areas in the building and across campus are covered by RISD's wireless network. Digitized projection equipment in the lecture hall, and classrooms allows projection by faculty and students for lectures and presentations.

At the last visit we had just doubled the size of the computer lab, added a plotter and created a new office space for the Divisional Information Technologies technician within the lab. The latest capital improvements include new work benches and chairs, Maker-Bot 3-D printers, two new plotters and large format scanners, all vital to supporting the fluidity with which RISD Architecture students move between manual to digital representation and which will provide the appropriate full complement of manual and digital fabrication technologies in the wood shop. The Department is also working to establish a separate budgetary line item for new and experimental software, which would codify and finance the need for flexibility in keeping the lab offerings current. One graduate assistantship per year is dedicated to student/Department research and liaison in IT, to insure timely and productive collaboration.

Identification of Problems and How Addressed

While several spaces in the BEB have been upgraded since the last visit, there is still more work to do. There are four areas of concern: the lobby, model shop, infrastructure and furniture.

Lobby. The Bayard Ewing Building lobby is the central hub of all activity in the building. This space is used for many tasks throughout the academic year, from pin-up reviews to receptions for lectures. The lobby is a general meeting place for all students and faculty and is the first impression for all visiting the school. The lobby also performs as the primary gallery for the Architecture Department. In its current configuration, the BEB gallery limits the type of exhibitions and installations that we can host as a leading school of architecture. The space is highly irregular, with a zig-zag wall on one side of the gallery. The ceiling has a very dated and worn dropped ceiling, making the gallery feel out of place in this historic building, particularly in relation to the adjacent updated lecture hall. In every case, the gallery layout is a significant consideration while deciding on how to show new work at the BEB. Our goal for the gallery is to create a space where a great diversity of work can be exhibited.

These issues are primarily cosmetic and do not require significant structural changes to increase the function of the gallery and bring it up to the standards of other galleries in the RISD community. We propose to remove the zig-zag wall and replace it with a simple floor-to-ceiling white-painted wall. This wall abuts the architecture office and can be incorporated into current plans to update the existing cabinets in that space. A second item to increase the quality of the gallery is the removal of the dropped ceiling. This will expose the structure of the building, matching the qualities of the lecture hall. We can reuse the existing gallery lighting with this upgrade.

Model Shop. The current shop space is inadequate for the type and scale of work done by Architecture and Landscape Architecture and inadequate for the expansion of the campus-wide shared technology program. The shop dust collection system is inadequate for equipment currently in use and there are acoustic issues between shops and classrooms and between machines and shop. Some equipment requires separation from dust (laser-cutter) and need separate space and venting. The current spray booth facility on the 4th floor is inadequate (students spray in fire stairs). The renovation of the BEB shop will ameliorate these issues. Expanded facilities not only benefit students across campus but also allow Architecture and Landscape Architecture students to accommodate new program goals.

Infrastructure. The BEB is in need of infrastructural improvements. Since the building was renovated in the 1970's, there have been no significant upgrades to the heating and cooling systems, ventilation, and building facade. The building suffers from swings in comfort, from spikes of heating and cooling to high humidity levels in the summer. Preliminary building forensic work executed through assignments in our Environmental Building Systems course recorded some of these problems and revealed conditions that would be simple to correct – such as lack of insulation at the roof, to more complex conditions like the heavy thermal mass walls. The exhaust system for new laser cutter is extremely loud and disrupts classes in the auditorium and does not exhaust to the roof. The fumes can be a problem whenever machines are used. Also, the shared technology program equipment is expanding and the current ventilation system is inadequate. With the new master planning process, we hope to evaluate these issues with the assistance of professionals to create an environmental report and plan.



Program Budgets

The Department of Architecture manages separate budgets for program operations, shared technology and restricted accounts. Funds are allocated and reviewed by the Dean and authorized by the Provost for the Division. The accounts include; Architecture Operating Budget, the Gallery Operating Budget, CAD Lab Operating Budget, Model Shop Operating Budget, Architecture Restricted Funds.

The operating budget is allocated into salary and non-salary divisions. The non-salary budget is rolled over from previous years with a minimal increase 2% each year. The salary division is based on the budget allocated by the Dean, as a percentage of that available to all academic Departments of the college, is established by the Provost in consultation with the Dean after he or she receives a formal budget request from the Department Head. The salary budget is developed separately. Two measures are used; a "teaching unit" budget based on courses offered in a given year proportioned to enrollment, and the contractual obligation of the school to its unionized faculty members.

Salary budgets have maintained an equitable trend with fair compensation within the wage structure of the college. Base salaries at the start of employment are established by the Provost, based on rank and previous experience. Subsequent pay raises are negotiated by the Faculty Association. For fiscal year 13-14, the salary budget for the 13 full-time faculty members \$1,151,353 and for 19 part-time \$400,655. The college-wide, full-time faculty salary average is \$89,675 and the average in the Department of Architecture and Design is \$88,565. These figures do not include the cost of benefits for full-time faculty members, which represent about another thirty percent of salary. \$7,690.14

For fiscal year 13-14, the monies allocated to pay for all field trips, gallery expenses, printing costs, stipends for visiting critics and lecturers, instructional materials, equipment repairs, faculty travel and entertainment is funded at a rate of about \$275 per student, a small increase from the \$250 per student six years ago. These monies come from three accounts, non-salary portion of architecture department operating, gallery operating, all restricted accounts.

Architecture Restricted Funds

Eames Memorial: to support Architectural lecture series

The Norman M. Isham Fund: for creative research relative to and for the execution of visual illustrations of significant materials related to the history of Architecture

The Colin Shoemaker Memorial Lecture: income from the fund would be used to support an annual lecture on architectural history and criticism

Special Projects: renamed from *State House studio* on 5/5/95 - per K.Dinapoli to support special projects in the department of Architecture to enrich the program such as the Alumni Travel Award

Publications: to support publications for the Architecture Department

LEF Foundation: funds will be used toward cost of equipment as teaching tools for energy audit of campus

Tanner Fund: funds from Tanner Found to be used for "the mission of your organization"

Visiting Critics: the purpose is to augment funds available to the Department of Architecture so that faculty of recognized stature may be invited to teach design in the studio as visiting critics. Any balance at the year end is to be reinvested per donor restriction

Discretionary: receives a good amount of anonymous donations annually. Established to provide a general support to the Architecture Department for honoraria and special purchases to enrich the program.

Sponsored Studios

Luke Foundation: funds will support the Pawtucket Project within the Department of Architecture

Solar Decathlon/DAAD Grant: travel grant to work with F.H.E. (Fachhochschule Erfurt University of Applied Sciences). The German Academic Exchange Service (DAAD) is publicly-funded independent organization of higher education institutions in Germany. Each year DAAD, its regional Branch Offices, information centers and DAAD Professors around the globe provide information and financial support to high-qualified students and faculty for international research and study. <https://www.daad.org/>

POSCO: funds will support the POSCO/RISD Studio: Prefabrication, Modularity and Architecture within the Department of Architecture.

PCI Foundation Grant: supported by the Precast/Prestressed Concrete Institute (PCI) an organization dedicated to fostering greater understanding and use of precast and prestressed concrete, funding will support a precast studio or precast instructional program.

Endowments

The Rhode Island School of Design has a total endowment of \$298 million. The Architecture funds endowment values and revenues produced is as follows; The Colin Shoemaker Memorial Lecture produces \$4,000 per year with a total endowment of \$80,687, Visiting Critics endowment value is \$94,859 producing an annual revenue of \$5,000 and The Norman M. Isham fund for illustration of historic buildings revenue is approximately \$3,000 and an endowment value of \$63,982.

RISD faculty have been entrepreneurial in applying for and receiving multi-year grants to fund collaborative projects with industry. For example, in 2008, the department was awarded the Luke Foundation Pawtucket Project to develop design build. Recent grants include the funds raised toward the 2014 European Solar Decathlon and TK- PCI

Scholarships

Undergraduate students who need financial aid apply for it through the College's Office of Financial Aid, which will distribute revenues for undergraduate and graduate students. Approximately 40% of the student body who demonstrate artistic and academic excellence and financial need receive RISD scholarships ranging from \$1,500 to \$38,000 per year. Graduate financial aid is administered directly through the Department, by the Graduate Coordinator and Department Head, based exclusively on merit. For incoming students, Fellowship offers are based on admission scores and are used as a recruiting tool. These offers range between \$7,000-\$15,000 per year. Maintenance of Fellowships is dependent upon academic performance and requires a minimum annual GPA of 3.0. Monies recuperated from students whose academic performance does not meet this standard are redistributed in order of merit, beginning with those students not yet receiving any financial aid but performing at a high level in the Department.

In addition to fellowships, graduate Assistantships are paid positions administered by the departments and its faculty and are available to students who have a U.S. Social Security Number. The work includes research, course development, publications and exhibition projects supervised by a faculty member. The department also offered assistantship positions for IT liaison, departmental web presence and development of international programs. Three graduate teaching assistantships to teach wintersession courses have been available in the Department since 2007-2008. In addition to the above support for graduate and undergraduate students, RISD has a federal work/study program for teaching assistants, shop, and lab monitors, and administrative help.

There are also a number of competitive scholarships and travel grants such as those provided by the AIA and private donors which are administered by a faculty committee which also recommends the awarding of some modest endowed scholarships and awards.

Development

Three offices support faculty in grant development.

The Office of Grants and Contracts (OGC) supports and assist faculty and principal investigators with regard to scholarly activity and research. The main objective is to aid faculty and staff who are submitting proposals to federal, state, or local government agencies while ensuring that RISD is compliant with the corresponding government entity.

Corporate + Foundation Relations is responsible for the identifications, cultivations, solicitation and stewardship of foundation and corporate funding sources to support institutional priorities. RISD attracts a wide range of support from foundations and corporation each year. This success results from careful efforts to identify and cultivate funders, to conceive and access excellent projects, to refine persuasive proposals through multiple drafts, and commit institutional support to leverage external awards. Corporate + Foundations Relations work closely with faculty, college leadership and administrative staff to maximize the likelihood of an award and to insure that funders receive accurate reports and remain receptive to subsequent requests.

The Director of Academic Partnered Research and Programs serves as a resource and liaison for external entities and faculty interested in the unique impact of partnered investigations in art and design at RISD. The learning and impact of rigorous, intellectually critical research in art and design are significantly expanded when applied to complex, real-world challenges and that these benefits are difficult for our partners to achieve outside of a unique making and learning environment, like RISD's. Each year, RISD is fortunate to select a small number of new partners to join those already engaged in continuing research with our faculty and students. As distinguished from conventional sponsored academic relationship, RISD's partnered programs are conceived and run to align with a core mission to develop new understanding through open, critical and highly creative inquiry. Rather than simply respond directly to a given real-world challenge, RISD research, of which these relationships are an important part, begins by challenging the intellectual percepts, modes of inquiry and technical conventions that may hinder our partners' access to the most valuable insight and learning.

Annual Budgets Since last Accreditation: please see attached appendix.

Table 1: 2008-2009 Revenue and Expenses - All Sources

The table illustrates revenue and expenditures from all sources for each fiscal year since the last accreditation visit. Total expenditures per year were:

Architecture Operating Budget	\$2,223,588.25
Architecture Gallery Budget	\$5,778.69
CAD Lab Operating Budget	\$201,051.28
Model Shop Operating Budget	\$78,363.46
Architecture Restricted Funds	
Eames Memorial	\$3,876.15
Norman M. Isham Fund	\$3,124.68
Colin Shoemaker Memorial	\$3,3014.45
Special Projects	\$4,293.25
Publications	\$657.50
Visiting Critics	\$35.90
Discretionary	\$13,550.70
Capital Budget	\$145,929.00

		\$ per Undergrad		\$ per Grad	
Architecture Operating Line Item		Allocated Budget	Expended	\$/category/student	233
salary	FT faculty Salaries	\$719,366.00	\$719,518.08	3,088	3,088
	PT faculty Salaries	\$431,950.00	\$417,136.61	1,790	1,790
	FT faculty sabbatical	\$335,591.00	\$335,591.16	1,440	1,440
	FT staff wages	\$36,436.00	\$36,591.63	157	157
	PT staff wages	\$0.00	\$506.24	2	2
	overtime wages	\$0.00	\$285.29	1	1
	student wages	\$61,184.00	\$62,321.87	267	267
	graduate assistantships	\$236,381.00	\$238,984.97	1,026	1,026
	fringe benefit allocation	\$329,999.00	\$329,999.00	1,416	1,416
	Salary Total	\$2,150,907.00	\$2,140,534.83	9,189	9,189
non-salary	telephone service	\$1,530.00	\$158.89	1	1
	lab fee	\$2,040.00	\$18,890.00	81	81
	cell phone service fees	\$0.00	\$96.00	0	0
	copying and duplicating	\$5,100.00	\$9,089.72	39	39
	printing services	\$2,856.00	\$8,427.50	36	36
	repairs and maintenance	\$0.00	\$204.00	1	1
	equipments repairs and parts	\$102.00	\$0.00	-	-
	lecture honorarium	\$5,610.00	\$5,930.67	25	25
	lecture related expenses	\$0.00	\$469.95	2	2
	visiting critics honorarium	\$6,630.00	\$10,592.20	45	45
	other professional fees	\$0.00	\$285.79	1	1
	independent contractor	\$0.00	\$2,520.00	11	11
	computer hardware maintenance	\$0.00	\$39.90	0	0
	dues and memberships	\$9,179.00	\$9,175.00	39	39
	miscellaneous expense	\$357.00	\$8,283.44	36	36
	rentals	\$1,020.00	\$7.00	0	0
	postage and freight	\$2,040.00	\$1,308.10	6	6
	professional development	\$1,020.00	\$0.00	-	-
	instructional supplies	\$1,740.00	\$15,186.38	65	65
	office supplies	\$1,683.00	\$1,364.03	6	6
	other supplies	\$3,060.00	\$786.73	3	3
	computer supplies	\$510.00	\$1,804.74	8	8
	travel	\$6,324.00	\$12,883.43	55	55
	entertainment	\$6,528.00	\$10,379.33	45	45
	parking fees	\$0.00	\$474.20	3	3
	books	\$1,020.00	\$2,080.93	9	9
	equipment LT \$5,000	\$3,042.00	\$0.00	-	-
	Non-Salary Total	\$ 1,387.00	\$120, 37.42	518	518

Gallery Operating Budget Line Item		Allocated budget	Expended budget	\$ per Undergrad	\$ per Grad
salary	student wages	\$2,122.00	\$348.00	1	1
	Salary Total	\$2,122.00	\$348.00	1	1
non-salary	printing services	\$357.00	\$1,094.90	5	5
	independent contractor	\$0.00	\$1,000.00	4	4
	miscellaneous expense	\$1,071.00	\$0.00	-	-
	postage and freight	\$529.00	\$282.00	1	1
	instructional supplies	\$0.00	\$188.76	1	1
	office supplies	\$51.00	\$24.70	0	0
	other supplies	\$204.00	\$1,055.49	8	8
	travel	\$0.00	\$24.00	0	0
	entertainment	\$357.00	\$645.65	3	3
	books	\$0.00	\$215.19	1	1
Non-Salary Total		\$2,500.00	\$5,430.99	23	23

CAD Lab Operating Budget Line Item		Allocated budget	Expended budget	\$ per Undergrad	\$ per Grad
salary	FT staff wages	\$112,681.00	\$112,299.77	482	482
	overtime wages	\$0.00	\$1,438.83	6	6
	student wages	\$21,994.00	\$23,228.40	100	100
	fringe benefit allocation	\$57,201.00	\$57,201.00	245	245
	Salary Total	\$191,876.00	\$194,168.00	833	833
non-salary	telephone services	\$77.00	\$430.74	2	2
	cell phone fees	\$0.00	\$772.78	3	3
	copying and duplicating	\$0.00	\$4,992.81	21	21
	repairs and maintenance	\$936.00	\$0.00	-	-
	equipment repairs and parts	\$936.00	\$0.00	-	-
	other contracted services	\$7,900.00	\$0.00	-	-
	miscellaneous expense	\$573.00	\$2,505.94	11	11
	postage and freight	\$0.00	\$33.06	0	0
	office supplies	\$510.00	\$831.53	4	4
	computer supplies	\$2,040.00	\$7,184.36	31	31
	books	\$0.00	\$117.68	1	1
Non-Salary Total		\$12,972.00	\$11,880.99	72	72

Model Shop Operating Budget Line Item		Allocated budget	Expended budget	\$ per Undergrad	\$ per Grad
salary	FT staff wages	\$49,754.00	\$49,769.50	214	214
	overtime wages	\$0.00	\$2,515.91	11	11
	student wages	\$14,967.00	\$8,362.53	36	36
	fringe benefit allocation	\$11,773.00	\$11,773.00	51	51
	Salary Total	\$77,494.00	\$72,420.94	311	311
non-salary	lab fee	\$0.00	\$5,000.00	21	21
	telephone service	\$204.00	\$39.81	0	0
	copying and duplicating	\$0.00	\$583.18	3	3
	repairs and maintenance	\$0.00	\$66.50	0	0
	motor vehicle expense	\$0.00	\$172.17	1	1
	miscellaneous expense	\$3,723.00	\$5,303.59	23	23
	rentals	\$0.00	\$266.44	1	1
	expense credits	\$5,100.00	\$0.00	-	-
	instructional supplies	\$102.00	\$1,295.07	5	5
	office supplies	\$0.00	\$20.06	0	0
	other supplies	\$2,040.00	\$353.49	2	2
	computer supplies	\$0.00	\$154.99	1	1
	travel	\$0.00	\$163.44	1	1
	entertainment	\$0.00	\$2,277.53	10	10
	books	\$0.00	\$199.89	1	1
	equipment LT \$5,000	\$1,428.00	\$116.36	1	1
Non-Salary Total		\$12,597.00	\$15,942.52	68	68

Architecture Capital Spending	Allocated budget	Expended budget	\$ per Undergrad	\$ per Grad
All capital items	\$145,829.00	\$144,950.00	622	622
			# of Undergrads	# of Grads
			128	105

Table 2: 2009-2010 Revenue and Expenses - All Sources

The table illustrates revenue and expenditures from all sources for each fiscal year since the last accreditation visit. Total expenditures per year were:

Architecture Operating Budget	\$2,268,471.72
Architecture Gallery Budget	\$4,585.76
CAD Lab Operating Budget	\$122,087.54
Model Shop Operating Budget	\$84,716.72
Architecture Restricted Funds	
Eames Memorial	\$5,076.15
N.M Isham Fund	\$2,914.76
Colin Shoemaker	\$35,542.31
Special Projects	\$8,333.80
Publications	\$706.31
Visiting Critics	\$2,506.37
Discretionary	\$26,380.63
Capital Budget	\$267,161.00

		Enrollment		133	105
Architecture Operating Line Item		Allocated Budget	Expended	S/category/student	238
salary	FT faculty Salaries	\$984,695.00	\$984,693.16	4,137	4,137
	PT faculty Salaries	\$409,373.00	\$421,461.78	1,771	1,771
	FT faculty sabbatical	\$65,186.00	\$63,600.52	267	267
	PT faculty sabbatical	\$15,371.00	\$0.00	-	-
	FT staff wages	\$35,635.00	\$33,713.02	142	142
	PT staff wages	\$19,469.00	\$19,623.24	82	82
	overtime wages	\$0.00	\$450.45	2	2
	student wages	\$61,184.00	\$57,110.10	240	240
	graduate assistantships	\$340,000.00	\$336,770.50	1,415	1,415
	fringe benefit allocation	\$308,699.00	\$308,699.00	1,297	1,297
	Salary Total	\$2,239,122.00	\$2,221,221.77	9,353	9,353
non-salary	telephone service	\$1,530.00	\$261.73	1	1
	lab fee	\$14,100.00	\$19,910.00	84	84
	copying and duplicating	\$600.00	\$5,123.43	22	22
	printing services	\$4,356.00	\$787.57	3	3
	repairs and maintenance	\$204.00	\$0.00	-	-
	motor vehicle expense	\$0.00	\$20.11	0	0
	equipments repairs and parts	\$102.00	\$0.00	-	-
	lecture honorarium	\$2,610.00	\$2,350.00	10	10
	lecture related expenses	\$0.00	\$200.00	1	1
	visiting critics honorarium	\$8,630.00	\$5,828.00	24	24
	visiting critics related expense	\$0.00	\$105.00	0	0
	other professional fees	\$0.00	\$275.00	1	1
	independent contractor	\$0.00	\$5,041.00	21	21
	other contracted services	\$0.00	\$0.00	-	-
	dues and memberships	\$9,175.00	\$9,175.00	39	39
	miscellaneous expense	\$2,357.00	\$352.30	1	1
	rentals	\$1,020.00	\$771.40	3	3
	postage and freight	\$2,040.00	\$1,471.17	6	6
	professional development	\$1,020.00	\$0.00	-	-
	instructional supplies	\$3,640.00	\$12,907.38	54	54
	office supplies	\$1,683.00	\$1,759.95	7	7
	other supplies	\$3,060.00	\$1,107.58	5	5
	computer supplies	\$510.00	\$70.96	0	0
	travel	\$6,324.00	\$6,714.61	28	28
	entertainment	\$1,528.00	\$4,148.23	17	17
	parking fees	\$0.00	\$886.40	4	4
	books	\$1,020.00	\$161.18	1	1
	equipment LT \$5,000	\$3,042.00	\$2,741.95	12	12
	Non-Salary Total	\$ 8,551.00	\$82,199.55	345	345

Gallery Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	student wages	\$2,122.00	\$0.00	-	-
	Salary Total	\$2,122.00	\$0.00	-	-
non-salary	printing services	\$357.00	\$0.00	-	-
	advertising	\$0.00	\$225.00	1	1
	miscellaneous expense	\$1,071.00	\$13.90	0	0
	postage and freight	\$529.00	\$0.00	-	-
	public safety details	\$0.00	\$113.00	0	0
	instructional supplies	\$0.00	\$802.17	3	3
	office supplies	\$51.00	\$0.00	-	-
	other supplies	\$204.00	\$2,098.10	9	9
	entertainment	\$357.00	\$1,333.59	6	6
	Non-Salary Total	\$ 813.00	\$4,585.7	19	19

CAD Lab Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	FT staff wages	\$55,762.00	\$55,936.50	235	235
	overtime wages	\$0.00	\$107.22	0	0
	student wages	\$21,994.00	\$31,311.75	132	132
	fringe benefit allocation	\$27,382.00	\$27,382.00	115	115
	Salary Total	\$105,138.00	\$114,737.47	482	482
non-salary	telephone service	\$77.00	\$28.33	0	0
	cell phone equipment repairs	\$0.00	\$209.98	1	1
	cell phone service fees	\$0.00	\$1,027.20	4	4
	copying and duplicating	\$0.00	\$17,191.30	72	72
	printing services	\$0.00	\$29.10	0	0
	repairs and maintenance	\$936.00	\$0.00	-	-
	equipment repairs and parts	\$936.00	\$0.00	-	-
	other contracted services	\$7,900.00	\$0.00	-	-
	miscellaneous expense	\$573.00	\$814.51	3	3
	instructional supplies	\$0.00	\$2,395.00	10	10
	postage and freight			-	-
	office supplies	\$510.00	\$7,409.62	31	31
	computer supplies	\$2,040.00	\$8,393.48	35	35
	travel	\$0.00	\$277.20	1	1
	entertainment	\$0.00	\$3,937.95	17	17
	computer equipment GT \$5,000	\$0.00	\$19.00	0	0
	Non-Salary Total	\$12,972.00	\$41,732.7	175	175

Model Shop Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	FT staff wages	\$48,043.00	\$48,713.28	205	205
	overtime wages	\$0.00	\$1,829.52	8	8
	student wages	\$14,957.00	\$14,980.66	63	63
	fringe benefit allocation	\$15,315.00	\$15,315.00	64	64
	Salary Total	\$78,325.00	\$80,838.4	340	340
non-salary	lab fee	\$0.00	\$5,100.00	21	21
	telephone service	\$204.00	\$78.79	0	0
	copying and duplicating	\$0.00	\$198.92	1	1
	repairs and maintenance	\$0.00	\$418.41	2	2
	motor vehicle expense	\$0.00	\$215.22	1	1
	miscellaneous expense	\$3,723.00	\$4,249.68	18	18
	rentals	\$0.00	\$200.00	1	1
	expense credits	\$5,100.00	\$0.00	-	-
	postage and freight	\$0.00	\$1.96	0	0
	instructional supplies	\$102.00	\$106.33	0	0
	office supplies	\$0.00	\$221.17	1	1
	other supplies	\$2,040.00	\$349.16	1	1
	computer supplies	\$0.00	\$0.00	-	-
	travel	\$0.00	\$0.00	-	-
	entertainment	\$0.00	\$1,076.13	5	5
	books	\$0.00	\$268.16	1	1
	equipment LT \$5,000	\$1,428.00	\$1,594.33	7	7
	Non-Salary Total	\$12,597.00	\$14,078.2	59	59

Architecture Capital Spending		Allocated budget	Expended budget	\$/category/student	
All capital items		\$24,400.00	\$24,400.00	103	103

Table 3: 2010-2011 Revenue and Expenses - All Sources

The table illustrates revenue and expenditures from all sources for each fiscal year since the last accreditation visit. Total expenditures per year were:

Architecture Operating Budget	\$2,205,360.67
Architecture Gallery Budget	\$4,732.45
CAD Lab Operating Budget	\$118,568.44
Model Shop Operating Budget	\$206,109.04
Architecture Restricted Funds	
Eames Memorial	\$4,627.40
N.M Isham Fund	\$1,049.76
Colin Shoemaker	\$34,330.92
LEF Foundation	\$326.79
Special Projects	\$6,233.80
Publications	\$1,332.60
Visiting Critics	\$5,937.37
Discretionary	\$23,020.68
Architecture Sponsored Studios	
Tanner Foundation	\$388.20
Capital Budget	\$24,400.00

		Enrollment		134	108
Architecture Operating Line Item	Allocated Budget	Expended	\$/category/student	242	
salary	FT faculty Salaries	\$999,093.00	\$999,093.20	4,128	4,128
	PT faculty Salaries	\$369,500.00	\$369,788.66	1,528	1,528
	FT faculty sabbatical	\$85,190.00	\$85,190.04	352	352
	FT staff wages	\$36,667.00	\$37,097.75	153	153
	PT staff wages	\$20,653.00	\$20,896.22	86	86
	overtime wages	\$0.00	\$150.57	1	1
	student wages	\$62,408.00	\$48,743.25	201	201
	graduate assistantships	\$259,748.00	\$259,733.77	1,073	1,073
	fringe benefit allocation	\$323,802.00	\$323,802.00	1,338	1,338
	Salary Total	\$2,154,100.00	\$2,144,495.4	8,862	8,862
non-salary	telephone service	\$1,530.00	\$493.09	2	2
	lab fee	\$14,100.00	\$17,000.00	70	70
	cell phone service fees	\$0.00	\$111.85	0	0
	copying and duplicating	\$600.00	\$4,793.42	20	20
	printing services	\$4,356.00	\$412.80	2	2
	repairs and maintenance	\$104.00	\$194.90	1	1
	motor vehicle expense	\$0.00	\$273.88	1	1
	equipments repairs and parts	\$102.00	\$0.00	-	-
	lecture honorarium	\$2,610.00	\$5,400.00	22	22
	lecture related expenses	\$0.00	\$1,434.32	6	6
	visiting critics honorarium	\$8,630.00	\$4,978.00	21	21
	visiting critics related expense	\$0.00	\$135.00	1	1
	other professional fees	\$0.00	\$1,400.00	6	6
	independent contractor	\$0.00	\$4,467.43	18	18
	other contracted services	\$0.00	\$64.95	0	0
	dues and memberships	\$9,175.00	\$9,425.00	39	39
	miscellaneous expense	\$2,357.00	\$17,796.96	74	74
	rentals	\$1,020.00	\$899.51	4	4
	postage and freight	\$2,040.00	\$812.10	3	3
	professional development	\$1,020.00	\$147.57	1	1
	instructional supplies	\$3,640.00	\$8,567.51	35	35
	office supplies	\$1,683.00	\$2,051.41	8	8
	other supplies	\$3,050.00	\$1,382.64	5	5
	computer supplies	\$510.00	\$138.03	1	1
	travel	\$6,324.00	\$4,867.05	20	20
	entertainment	\$1,328.00	\$5,721.28	24	24
	parking fees	\$0.00	\$281.40	1	1
	books	\$1,020.00	\$918.10	4	4
	equipment LT \$5,000	\$510.00	\$0.00	-	-
	electricity	\$0.00	\$902.01	4	4
	Non-Salary Total	\$,019.00	\$44,852.1	392	392

Gallery Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	student wages	\$2,164.00	\$884.33	4	4
	Salary Total	\$2,164.00	\$884.33	4	4
non-salary	printing services	\$357.00	\$940.00	4	4
	independent contractor	\$0.00	\$880.00	4	4
	miscellaneous expense	\$1,071.00	\$0.00	-	-
	rentals	\$0.00	\$750.00	3	3
	postage and freight	\$529.00	\$0.00	-	-
	office supplies	\$51.00	\$0.00	-	-
	other supplies	\$104.00	\$845.72	3	3
	entertainment	\$357.00	\$432.40	2	2
	Non-Salary Total	\$ 897.00	\$5,178	23	23

CAD Lab Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	FT staff wages	\$57,423.00	\$57,570.56	238	238
	overtime wages	\$0.00	\$22.30	0	0
	student wages	\$22,434.00	\$26,848.32	111	111
	fringe benefit allocation	\$24,580.00	\$24,580.00	102	102
	Salary Total	\$104,437.00	\$109,120.98	451	451
non-salary	telephone service	\$77.00	\$1,112.36	5	5
	cell phone equipment repairs	\$0.00	\$139.98	1	1
	cell phone service fees	\$0.00	\$848.47	4	4
	copying and duplicating	\$0.00	\$24,570.08	102	102
	repairs and maintenance	\$0.00	\$14.84	0	0
	equipment repairs and parts	\$936.00	\$0.00	-	-
	other professional fees	\$0.00	\$244.68	1	1
	other contracted services	\$7,900.00	\$0.00	-	-
	miscellaneous expense	\$573.00	\$2,710.46	11	11
	instructional supplies	\$0.00	\$6,811.64	28	28
	office supplies	\$510.00	\$11,442.12	47	47
	other supplies	\$0.00	\$266.52	1	1
	computer supplies	\$2,040.00	\$8,075.99	33	33
	books	\$0.00	\$122.96	1	1
	equipment LT \$5,000	\$9,300.00	\$0.00	-	-
	computer equipment GT \$5,000	\$0.00	\$2,227.49	9	9
	Non-Salary Total	\$21.33 .00	\$58,587.2	242	242

Model Shop Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	FT staff wages	\$49,489.00	\$50,324.98	208	208
	overtime wages	\$0.00	\$0.00	-	-
	student wages	\$15,463.00	\$15,710.80	65	65
	fringe benefit allocation	\$15,471.00	\$15,471.00	64	64
	Salary Total	\$30,934.00	\$31,181.80	129	129
non-salary	lab fee	\$0.00	\$5,100.00	21	21
	telephone service	\$204.00	\$9.50	0	0
	copying and duplicating	\$0.00	\$263.97	1	1
	other professional fees	\$0.00	\$11.09	0	0
	miscellaneous expense	\$3,723.00	\$2,046.36	12	12
	expense credits	\$5,100.00	\$0.00	-	-
	postage and freight	\$0.00	\$0.00	-	-
	instructional supplies	\$102.00	\$206.16	1	1
	office supplies	\$0.00	\$23.99	0	0
	other supplies	\$2,040.00	\$1,550.66	6	6
	travel	\$0.00	\$0.00	-	-
	entertainment	\$0.00	\$1,251.54	5	5
	books	\$0.00	\$138.10	1	1
	equipment LT \$5,000	\$1,428.00	\$0.00	-	-
	Non-Salary Total	\$12,597.00	\$11,501.37	48	48

Architecture Capital Spending		Allocated budget	Expended budget	\$/category/student	
All capital items		\$2,711.00	\$2,711.00	1,104	1,104

Table 4: 2011-2012 Revenue and Expenses - All Sources

The table illustrates revenue and expenditures from all sources for each fiscal year since the last accreditation visit. Total expenditures per year were:

Architecture Operating Budget	\$2,349,819.38
Architecture Gallery Budget	\$4,733.00
CAD Lab Operating Budget	\$120,608.39
Model Shop Operating Budget	\$208,807.41
Architecture Restricted Funds	
Eames Memorial	\$4,627.40
N.M Isham Fund	\$4,004.76
Colin Shoemaker	\$34,330.92
LEF Foundation	\$1,113.13
Special Projects	\$6,233.80
Publications	\$1,407.60
Visiting Critics	\$5,937.37
Discretionary	\$19,707.86
Architecture Sponsored Studios	
Luke Foundation Pawtucket Project	\$5,240.65
Tanner Foundation	\$1,611.80
Capital Budget	\$90,557

		Enrollment		129	109
Architecture Operating Line Item		Allocated Budget	Expended	Strategy/Student	238
salary	FT faculty Salaries	\$1,025,196.00	\$1,007,304.09	4,232	4,232
	PT faculty Salaries	\$399,060.00	\$414,027.61	1,740	1,740
	FT faculty sabbatical	\$67,413.00	\$67,413.96	283	283
	FT staff wages	\$37,767.00	\$44,797.11	188	188
	PT staff wages	\$20,663.00	\$23,534.60	99	99
	overtime wages	\$0.00	\$1,531.67	8	8
	student wages	\$62,408.00	\$45,646.79	192	192
	graduate assistantships	\$33,503.00	\$333,502.20	1,401	1,401
	fringe benefit allocation	\$358,777.00	\$358,777.00	1,507	1,507
	Salary Total	\$2,004,787.00	\$2,29 ,935.03	9,651	9,651
	non salary	telephone service	\$1,530.00	\$326.73	1
lab fee		\$14,100.00	\$12,505.00	53	53
cell phone service fees		\$0.00	\$390.01	2	2
copying and duplicating		\$600.00	\$4,261.93	18	18
printing services		\$4,356.00	\$436.64	2	2
repairs and maintenance		\$204.00	\$0.00	-	-
motor vehicle expense		\$0.00	\$0.00	-	-
equipments repairs and parts		\$102.00	\$620.37	3	3
lecture honorarium		\$2,610.00	\$3,322.00	14	14
lecture related expenses		\$0.00	\$1,162.38	5	5
visiting critics honorarium		\$8,630.00	\$4,555.00	19	19
legal fees		\$0.00	\$325.00	1	1
other professional fees		\$0.00	\$79.60	0	0
independent contractor		\$0.00	\$3,693.92	17	17
other contracted services		\$0.00	\$0.00	-	-
dues and memberships		\$9,175.00	\$9,876.00	41	41
miscellaneous expense		\$2,357.00	\$1,303.02	5	5
rentals		\$1,020.00	\$728.31	3	3
rights and royalties		\$0.00	\$429.25	2	2
postage and freight		\$2,040.00	\$545.89	2	2
professional development		\$1,020.00	\$120.00	1	1
instructional supplies		\$3,640.00	\$12,991.66	55	55
office supplies		\$1,683.00	\$3,116.59	13	13
other supplies		\$3,060.00	\$1,656.27	7	7
computer supplies		\$510.00	\$247.84	1	1
travel		\$6,324.00	\$3,191.46	13	13
entertainment		\$1,528.00	\$8,729.19	37	37
parking fees		\$0.00	\$421.60	2	2
books		\$1,020.00	\$292.69	1	1
equipment LT \$5,000		\$510.00	\$0.00	-	-
computer equipment GT \$5,000		\$0.00	\$2,266.00	10	10
Non-Salary Total		\$,019.00	\$77,894.35	327	327

Gallery Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	student wages	\$2,164.00	\$884.33	4	4
	Salary Total	\$2,164.00	\$884.33	4	4
non-salary	printing services	\$357.00	\$940.00	4	4
	independent contractor	\$0.00	\$880.00	4	4
	miscellaneous expense	\$1,071.00	\$0.00	-	-
	rentals	\$0.00	\$750.00	3	3
	postage and freight	\$529.00	\$0.00	-	-
	office supplies	\$51.00	\$0.00	-	-
	other supplies	\$204.00	\$845.72	4	4
	entertainment	\$357.00	\$432.40	2	2
Non-Salary Total		\$5,897.00	\$5,178.12	24	24

CAD Lab Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	FT staff wages	\$59,150.00	\$48,654.40	204	204
	student wages	\$22,434.00	\$28,364.38	119	119
	fringe benefit allocation	\$16,976.00	\$16,976.00	71	71
	Salary Total	\$98,560.00	\$93,994.78	395	395
non-salary	telephone service	\$77.00	\$216.58	1	1
	cell phone service fees	\$0.00	\$460.03	2	2
	copying and duplicating	\$0.00	\$8,423.87	35	35
	printing services	\$0.00	\$20.34	0	0
	repairs and maintenance	\$916.00	\$0.00	-	-
	equipment repairs and parts	\$916.00	\$0.00	-	-
	other professional fees	\$0.00	\$392.11	2	2
	other contracted services	\$7,900.00	\$7,900.00	33	33
	miscellaneous expense	\$573.00	\$5,035.01	21	21
	instructional supplies	\$0.00	\$8,784.64	37	37
	office supplies	\$510.00	\$14,316.16	60	60
	computer supplies	\$2,040.00	\$605.33	3	3
	entertainment	\$0.00	\$235.20	1	1
	books	\$0.00	\$486.81	2	2
	equipment LT \$5,000	\$9,100.00	\$0.00	-	-
	computer equipment GT \$5,000	\$0.00	\$6,678.90	28	28
Non-Salary Total		\$22,072.00	\$53,554.98	225	225

Model Shop Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	FT staff wages	\$49,489.00	\$50,324.98	211	211
	overtime wages	\$0.00	\$0.00	-	-
	student wages	\$15,463.00	\$15,710.80	66	66
	fringe benefit allocation	\$15,471.00	\$15,471.00	65	65
	Salary Total	\$80,423.00	\$81,506.78	131	131
non-salary	lab fee	\$0.00	\$5,100.00	21	21
	telephone service	\$204.00	\$9.50	0	0
	copying and duplicating	\$0.00	\$263.97	1	1
	other professional fees	\$0.00	\$11.09	0	0
	miscellaneous expense	\$3,723.00	\$2,946.36	12	12
	expense credits	\$5,100.00	\$0.00	-	-
	postage and freight	\$0.00	\$0.00	-	-
	instructional supplies	\$102.00	\$206.16	1	1
	office supplies	\$0.00	\$23.99	0	0
	other supplies	\$2,040.00	\$1,350.66	7	7
	travel	\$0.00	\$0.00	-	-
	entertainment	\$0.00	\$1,251.54	5	5
	books	\$0.00	\$138.10	1	1
	equipment LT \$5,000	\$1,428.00	\$0.00	-	-
Non-Salary Total		\$12,597.00	\$11,501.37	48	48

Architecture Capital Spending		Allocated budget	Expended budget	\$/category/student	
All capital items		\$90,557.00	\$89,009.00	374	374

Table 5: 2012-2013 Revenue and Expenses - All Sources

The table illustrates revenue and expenditures from all sources for each fiscal year since the last accreditation visit. Total expenditures per year were:

Architecture Operating Budget	\$2,481,323.61
Architecture Gallery Budget	\$4,007.96
CAD Lab Operating Budget	\$96,031.52
Model Shop Operating Budget	\$145,687.37
Architecture Restricted Funds	
Eames Memorial	\$4,627.40
N.M Isham Fund	\$6958.76
Colin Shoemaker	\$38,057.92
LEF Foundation	\$26.79
Special Projects	\$6,14.80
Publications	\$1,407.60
Visiting Critics	\$5,634.00
Discretionary	\$19,707.86
Architecture Sponsored Studios	
Luke Foundation Pawtucket Project	\$3,449.78
Solar Decathlon	\$12,648.44
POSCO	\$9,383.36
Capital Budget	\$27,252.00

		Enrollment	133	104	
Architecture Operating Line Item		Allocated Budget	Expended	S/campus/student	
				237	
salary	FT faculty Salaries	\$1,112,956.00	\$1,112,955.83	4,695	4,695
	PT faculty Salaries	\$388,985.00	\$388,985.00	1,641	1,641
	FT faculty sabbatical	\$39,349.00	\$39,349.00	166	166
	PT faculty sabbatical	\$25,088.00	\$25,088.00	106	106
	PT faculty stipend	\$0.00	\$10,181.00	43	43
	FT staff wages	\$42,907.00	\$33,516.94	226	226
	PT staff wages	\$21,180.00	\$12,352.07	53	53
	overtime wages	\$0.00	\$1,060.89	4	4
	student wages	\$68,656.00	\$42,519.87	179	179
	graduate assistantships	\$260,000.00	\$242,185.09	1,022	1,022
	fringe benefit allocation	\$484,141.00	\$484,141.60	2,043	2,043
	Salary Total	\$2,418,220.00	\$2,412,581.31	10,179	10,179
non-sal	cell phone equipment repairs	\$0.00	\$99.99	0	0
	lab fee	\$14,100.00	\$13,204.00	56	56
	cell phone service fees	\$0.00	\$736.45	3	3
	copying and duplicating	\$600.00	\$5,449.78	15	15
	printing services	\$4,356.00	\$797.48	3	3
	general maintenance	\$0.00	\$384.13	2	2
	repairs and maintenance	\$204.00	\$0.00	-	-
	motor vehicle expense	\$0.00	\$25.78	0	0
	equipments repairs and parts	\$102.00	\$0.00	-	-
	lecture honorarium	\$2,610.00	\$2,500.78	11	11
	lecture related expenses	\$0.00	\$3,590.80	15	15
	visiting critics honorarium	\$8,630.00	\$5,630.00	24	24
	contract employment	\$0.00	\$3,934.90	17	17
	other professional fees	\$0.00	\$0.00	-	-
	independent contractor	\$0.00	\$6,653.59	28	28
	computer subscriptions	\$0.00	\$14.95	0	0
	non-sal	dues and memberships	\$9,820.00	\$9,820.00	41
miscellaneous expense		\$3,357.00	\$501.78	2	2
rentals		\$1,020.00	\$11.26	0	0
metropark/plantations lot		\$0.00	\$228.00	1	1
postage and freight		\$2,040.00	\$905.52	2	2
professional development		\$1,020.00	\$650.00	3	3
instructional supplies		\$3,640.00	\$11,302.83	48	48
office supplies		\$1,883.00	\$1,916.99	8	8
other supplies		\$3,260.00	\$3,433.20	14	14
computer supplies		\$510.00	\$1,180.83	5	5
travel		\$6,324.00	\$14,350.96	61	61
entertainment		\$1,528.00	\$4,335.86	35	35
parking fees		\$0.00	\$29.60	0	0
books		\$1,020.00	\$1,137.05	5	5
periodicals		\$0.00	\$27.93	0	0
equipment LT \$5,000		\$510.00	\$0.00	-	-
Non-Salary Total		\$ 5,334.00	\$94,483	399	399

Gallery Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	student wages	\$2,207.00	\$24.60	0	0
	Salary Total	\$2,207.00	\$24. 0	0	0
non-salary	printing services	\$357.00	\$0.00	-	-
	independent contractor	\$0.00	\$76.40	0	0
	miscellaneous expense	\$1,071.00	\$0.00	-	-
	postage and freight	\$529.00	\$13.00	0	0
	office supplies	\$51.00	\$0.00	-	-
	other supplies	\$204.00	\$3,793.96	16	16
	entertainment	\$357.00	\$0.00	-	-
	Non-Salary Total	\$, 983.00	\$3,932.5	17	17

CAD Lab Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	FT staff wages	\$52,107.00	\$55,047.76	232	232
	overtime wages	\$0.00	\$279.15	1	1
	student wages	\$22,883.00	\$29,099.78	123	123
	fringe benefit allocation	\$15,267.00	\$15,623.62	66	66
	Salary Total	\$90,257.00	\$100,050.32	422	422
non-salary	cell phone service fees	\$0.00	\$319.56	1	1
	copying and duplicating	\$0.00	\$761.12	3	3
	repairs and maintenance	\$936.00	\$0.00	-	-
	equipment repairs and parts	\$936.00	\$0.00	-	-
	other professional fees				
	other contracted services	\$7,900.00	\$0.00	-	-
	miscellaneous expense	\$573.00	\$1,198.77	5	5
	instructional supplies	\$0.00	\$3,892.54	16	16
	office supplies	\$510.00	\$22,553.13	95	95
	other supplies	\$0.00	\$246.93	1	1
	computer supplies	\$2,040.00	\$2,046.95	9	9
	books	\$0.00	\$179.97	1	1
	equipment LT \$5,000	\$5,000.00	\$0.00	-	-
	Non-Salary Total	\$17,895.00	\$31,199.03	132	132

Model Shop Operating Budget Line Item		Allocated budget	Expended budget	\$/category/student	
salary	FT staff wages	\$64,469.00	\$58,766.20	248	248
	PT staff wages	\$0.00	\$31,209.36	132	132
	student wages	\$15,772.00	\$22,225.20	94	94
	fringe benefit allocation	\$18,835.00	\$26,208.21	111	111
	Salary Total	\$99, 077.00	\$48,433.41	204	204
non-salary	lab fee	\$0.00	\$5,100.00	22	22
	copying and duplicating	\$0.00	\$198.84	1	1
	general maintenance	\$0.00	\$396.59	2	2
	miscellaneous expense	\$3,723.00	\$791.69	3	3
	postage and freight	\$0.00	\$216.33	1	1
	instructional supplies	\$102.00	\$317.50	1	1
	office supplies	\$0.00	\$0.00	-	-
	other supplies	\$2,040.00	\$5,287.63	22	22
	computer supplies	\$0.00	\$15.50	0	0
	tools	\$1,428.00	\$0.00	-	-
	general supplies	\$0.00	\$60.04	0	0
	travel	\$0.00	\$0.00	-	-
	books	\$0.00	\$14.28	0	0
	equipment LT \$5,000	\$0.00	\$0.00	-	-
	Non-Salary Total	\$7,293.00	\$12,378.40	52	52

Architecture Capital Spending		Allocated budget	Expended budget	\$/category/student	
All capital items		\$54,99 .00	\$27,252.00	115	115

Pending Enrollment

There are no significant reductions or increases in enrollment anticipated for RISD, or for the Architecture Department. Enrollment in both has been steady for the last three years. There are no significant financing or funding issues anticipated for RISD or the Architecture Department.

Future Changes in Funding Model

There are significant program and facilities utilization efforts underway which include the RISD Strategic Plan and the Master Plan. The Strategic Plan is about the core beliefs surrounding critical making, and the creative educational process that informs this practice. The Master Plan is a comprehensive review of RISD's facilities, how these facilities and resources align with the institutional mission and values, and how this will impact the campus for at least the next twenty years. While this may affect the Architecture Department, the scale of impact will not be clear until the plan is complete.

Table : 2013-2014 Budget Projections - All Sources

			Undergrad	Grad
Enrollment			136	102
Architecture Operating Line Item	Allocated Budget	Projected Spending	\$/category/student	238
Salary	FT faculty Salaries	1,151,353	4,838	4,838
	PT faculty Salaries	400,655	1,683	1,683
	FT faculty sabbatical	50,000	210	210
	PT faculty sabbatical	25,000	105	105
	PT faculty stipend	0	-	-
	FT staff wages	43,980	185	185
	PT staff wages	21,709	91	91
	overtime wages	0	-	-
	student wages	45,000	189	189
	graduate assistantships	260,000	1,092	1,092
	fringe benefit allocation	585,325	2,459	2,459
	Salary Total	2,583,022	10,853	10,853
non-salary	cell phone equipment repairs	0	-	-
	lab fee	14,100	59	59
	cell phone service fees	0	-	-
	copying and duplicating	600	3	3
	printing services	4,356	18	18
	general maintenance	0	-	-
	repairs and maintenance	204	1	1
	motor vehicle expense	0	-	-
	equipments repairs and parts	102	0	0
	lecture honorarium	2,610	11	11
	lecture related expenses	0	-	-
	visiting critics honorarium	8,630	36	36
	contract employment	0	-	-
	other professional fees	0	-	-
	independent contractor	0	-	-
	computer subscriptions	0	-	-
	dues and memberships	9,820	41	41
	miscellaneous expense	2,357	10	10
	rentals	1,020	4	4
	metropark/plantations lot	0	-	-
	postage and freight	2,040	9	9
	professional development	1,020	4	4
	instructional supplies	3,640	15	15
	office supplies	1,683	7	7
	other supplies	3,060	13	13
	computer supplies	510	2	2
	travel	6,324	27	27
	entertainment	1,528	6	6
	parking fees	0	-	-
	books	1,020	4	4
	periodicals	0	-	-
	equipment LT \$5,000	510	2	2
	Non-Salary Total	5,134	274	274

Gallery Operating Budget Line Item		Allocated budget	Projected Spending	\$/category/student	
salary	student wages	2,300	2,300	10	10
	Salary Total	2,300	2,300	10	10
non-salary	printing services	357	357	2	2
	Independent contractor	0	0	-	-
	miscellaneous expense	1,071	1,071	5	5
	postage and freight	529	529	2	2
	office supplies	51	51	0	0
	other supplies	204	204	1	1
	entertainment	357	357	2	2
	Non-Salary Total	7,199	7,199	30	30

CAD Lab Operating Budget Line Item		Allocated budget	Projected Spending	\$/category/student	
salary	FT staff wages	53,410	53,410	224	224
	overtime wages	0	0	-	-
	student wages	24,000	24,000	101	101
	fringe benefit allocation	22,681	22,681	95	95
	Salary Total	100,091	100,091	421	421
non-salary	cell phone service fees	0	0	-	-
	copying and duplicating	0	0	-	-
	repairs and maintenance	936	936	4	4
	equipment repairs and parts	936	936	4	4
	other professional fees	0	0	-	-
	other contracted services	7,900	7,900	33	33
	miscellaneous expense	573	573	2	2
	instructional supplies	0	0	-	-
	office supplies	510	510	2	2
	other supplies	0	0	-	-
	computer supplies	2,040	2,040	9	9
	books	0	0	-	-
	equipment LT \$5,000	5,000	5,000	21	21
	Non-Salary Total	17,895	17,895	75	75

Model Shop Operating Budget Line Item		Allocated budget	Projected Spending	\$/category/student	
salary	FT staff wages	66,081	66,081	278	278
	PT staff wages	0	0	-	-
	student wages	16,000	16,000	67	67
	fringe benefit allocation	24,050	24,050	101	101
	Salary Total	40,050	40,050	168	168
non-salary	lab fee	0	0	-	-
	copying and duplicating	0	0	-	-
	general maintenance	0	0	-	-
	miscellaneous expense	3,723	3,723	16	16
	postage and freight	0	0	-	-
	instructional supplies	102	102	0	0
	office supplies	0	0	-	-
	other supplies	2,040	2,040	9	9
	computer supplies	0	0	-	-
	tools	1,428	1,428	6	6
	general supplies	0	0	-	-
	travel	0	0	-	-
	books	0	0	-	-
	equipment LT \$5,000	0	0	-	-
	Non-Salary Total	7,293	7,293	31	31

Architecture Capital Spending		Allocated budget	Projected Spending	\$/category/student	
All capital items		14,872	14,872	62	62

Table 7: 2014-2015 Budget Allocations and Expenditures - All Sources

		Enrollment		Undergrad	Grad
				135	105
Architecture Operating Line Item	Allocated Budget	Projected spending	\$ per student	240	
salary	FT faculty Salaries	1,184,742	1,184,742	4,936	4,936
	PT faculty Salaries	412,324	412,324	1,718	1,718
	FT faculty sabbatical	50,000	50,000	208	208
	PT faculty sabbatical	25,000	25,000	104	104
	PT faculty stipend	0	0	-	-
	FT staff wages	45,052	45,052	188	188
	PT staff wages	22,239	22,239	93	93
	overtime wages	0	0	-	-
	student wages	45,000	45,000	188	188
	graduate assistantships	260,000	260,000	1,083	1,083
	fringe benefit allocation	598,997	598,997	2,496	2,496
Salary Total		2,443,354	2,443,354	11,014	11,014
non-salary	cell phone equipment repairs	0	0	-	-
	lab fee	14,100	14,100	59	59
	cell phone service fees	0	0	-	-
	copying and duplicating	600	600	3	3
	printing services	4,356	4,356	18	18
	general maintenance	0	0	-	-
	repairs and maintenance	204	204	1	1
	motor vehicle expense	0	0	-	-
	equipments repairs and parts	102	102	0	0
	lecture honorarium	2,610	2,610	11	11
	lecture related expenses	0	0	-	-
	visiting critics honorarium	8,630	8,630	36	36
	contract employment	0	0	-	-
	other professional fees	0	0	-	-
	independent contractor	0	0	-	-
	computer subscriptions	0	0	-	-
	dues and memberships	9,820	9,820	41	41
	miscellaneous expense	2,357	2,357	10	10
	rentals	1,020	1,020	4	4
	metropark/plantations lot	0	0	-	-
	postage and freight	2,040	2,040	9	9
	professional development	1,020	1,020	4	4
	instructional supplies	3,640	3,640	15	15
	office supplies	1,683	1,683	7	7
	other supplies	3,060	3,060	13	13
	computer supplies	510	510	2	2
	travel	6,324	6,324	26	26
	entertainment	1,528	1,528	6	6
	parking fees	0	0	-	-
	books	1,020	1,020	4	4
	periodicals	0	0	-	-
	equipment LT \$5,000	510	510	2	2
Non-Salary Total		5,134	65,134	271	271

Gallery Operating Budget Line Item		Allocated budget	Projected Spending	\$ per student	
salary	student wages	2,300	2,300	10	10
	Salary Total	2,300	2,300	10	10
non-salary	printing services	357	357	1	1
	independent contractor	0	0	-	-
	miscellaneous expense	1,071	1,071	4	4
	postage and freight	529	529	2	2
	office supplies	51	51	0	0
	other supplies	204	204	1	1
	entertainment	357	357	1	1
	Non-Salary Total	7,199	7,169	30	30

CAD Lab Operating Budget Line Item		Allocated budget	Projected Spending	\$ per student	
salary	FT staff wages	54,745	54,745	228	228
	overtime wages	0	0	-	-
	student wages	23,000	23,000	96	96
	fringe benefit allocation	22,779	22,779	95	95
	Salary Total	100,525	100,525	419	419
non-salary	cell phone service fees	0	0	-	-
	copying and duplicating	0	0	-	-
	repairs and maintenance	1,000	1,000	4	4
	equipment repairs and parts	1,000	1,000	4	4
	other professional fees	0	0	-	-
	other contracted services	7,900	7,900	33	33
	miscellaneous expense	573	573	2	2
	instructional supplies	0	0	-	-
	office supplies	510	510	2	2
	other supplies	0	0	-	-
	computer supplies	2,500	2,500	10	10
	books	0	0	-	-
	equipment LT \$5,000	5,000	5,000	21	21
	Non-Salary Total	18,483	18,483	77	77

Model Shop Operating Budget Line Item		Allocated budget	Projected Spending	\$ per student	
salary	FT staff wages	67,733	67,733	282	282
	PT staff wages	0	0	-	-
	student wages	17,500	17,500	73	73
	fringe benefit allocation	24,973	24,973	104	104
	Salary Total	42,473	42,473	177	177
non-salary	lab fee	0	0	-	-
	copying and duplicating	0	0	-	-
	general maintenance	0	0	-	-
	miscellaneous expense	4,000	4,000	17	17
	postage and freight	0	0	-	-
	instructional supplies	102	102	0	0
	office supplies	0	0	-	-
	other supplies	2,500	2,500	10	10
	computer supplies	0	0	-	-
	tools	1,500	1,500	6	6
	general supplies	0	0	-	-
	travel	0	0	-	-
	books	0	0	-	-
	equipment LT \$5,000	0	0	-	-
	Non-Salary Total	8,102	8,102	34	34

Architecture Capital Spending		Allocated budget	Projected Spending	\$ per student	
All capital items		25,000	25,000	104	104

Architecture Restricted Funds

	Fund	Allocated budget	Expended budget
2008-2009	Visiting Critics	\$3,202.30	\$35.90
	The Norman M. Isham Fund	\$3,764.00	\$3,124.68
	Discretionary	\$10,848.52	\$13,550.70
	Special Projects	\$4,683.57	\$4,293.25
	Eames Memorial	\$3,876.15	\$3,876.15
	Publications	\$8,866.50	\$657.50
	Colin Shoemaker Memorial Lecture Fund	\$32,807.14	\$33,014.45
2009-2010	Visiting Critics	\$5,471.00	\$2,506.37
	The Norman M. Isham Fund	\$7,058.68	\$2,914.76
	Discretionary	\$31,750.70	\$26,380.63
	Special Projects	\$9,658.25	\$8,333.80
	Eames Memorial	\$5,076.15	\$5,076.15
	Publications	\$1,325.50	\$706.31
	Colin Shoemaker Memorial Lecture Fund	\$37,975.45	\$35,542.21
2010-2011	Visiting Critics	\$6,031.37	\$5,937.37
	The Norman M. Isham Fund	\$5,449.76	\$1,049.76
	Discretionary	\$46,267.64	\$23,020.68
	Special Projects	\$13,733.80	\$6,233.80
	Publications	\$1,601.31	\$1,332.60
	Eames Memorial	\$5,076.15	\$4,627.40
	Colin Shoemaker Memorial Lecture Fund	\$38,739.21	\$34,330.92
	LEF Foundation	\$2,000.00	\$326.79
	Tanner Foundation	\$2,000.00	\$388.20
2011-2012	Luke Foundation Pawtucket Project	\$30,000.00	\$5,240.65
	LEF Foundation	\$326.79	\$26.79
	The Norman M. Isham Fund	\$4,004.76	\$4,004.76
	Discretionary	\$31,547.68	\$19,707.86
	Eames Memorial	\$4,627.40	\$4,627.40
	Publications	\$1,407.60	\$1,407.60
2012-2013	Discretionary	\$27,720.36	\$22,886.00
	Eames Memorial	\$4,627.10	\$4,627.10
	Special Projects	\$8,733.80	\$3,726.16
	Solar Decathlon	\$30,000.00	\$12,648.44
	POSCO	\$53,980.00	\$9,383.36
	Publications	\$1,332.60	\$1,407.60
	Visiting Critics	\$5,937.37	\$4,341.00
	The Norman M. Isham Fund	\$6,958.76	\$6,958.76
	Colin Shoemaker Memorial Lecture Fund	\$38,055.92	\$41,782.92

I.2.5. Information Resources

Fleet Library at RISD

Institutional Context and Administrative Structure and Support of Mission

The mission of the Fleet Library is to serve all of the disciplines taught at RISD, including architecture. Architecture and architecture-related materials are housed and serviced within a central art and design library for both the college and the Museum of Art. In June 2006, the library moved into a new facility, quadrupling its size and allowing for the reintegration of the 30,000 volumes that had been stored off-site. The visual resource collections are on the second floor of the building. Both the old and the new libraries are equidistant to the architecture building, but the new one is also along the river and visible from Architecture, hence it may be even more easily accessible to the students.

RISD faculty and students rely as well on the resources of the Brown University Libraries. A formal arrangement with Brown University provides access for all students, as well as borrowing privileges for 300+ students each year. The Library is a member of the Consortium of Rhode Island Academic and Research Libraries, which supports shared access to collections for faculty members, and other cooperative activities. The Library shares an online catalog with the Providence Athenaeum, an arrangement that includes reciprocal borrowing. Students also may borrow books from the Providence Public Library and other public libraries in the state. Interlibrary loan is made available to students and faculty; an in-state daily delivery service makes the holdings of all of the libraries in the state readily available.

The Library is organized into Departments - Archives, Readers' Services, Special Collections, Technical Services and Visual Resources - each under the administration of a librarian or professional who reports to the Director. There are 7 librarians, the Archivist and 13.5 support staff, plus 8 FTE student assistants.

Designed by Office dA (RISD Alumni Nader Tehrani), the Fleet Library at RISD is housed in an historic banking hall built in 1917. The recent project exemplifies adaptive reuse and the integration of contemporary with classical Beaux-Arts design. The main hall has seating for 200, including group study areas, video viewing and individual study carrels. The balcony provides display shelving for periodicals and additional study tables and casual seating. The second floor of the library provides space for Archives and Special Collections, the Slide Collection, the Picture Collection and Technical Services. Each floor has a classroom for library instruction. The Library is open 88.5 hours a week during the academic year. Professional reference services are provided 10 AM to 10 PM, and by appointment at other times. All of the book collection is accessible through the online catalog (except for the auction catalogs).

Library orientation as well as more specialized library research instruction is provided. As part of the Art History requirement, all first year students attend a library research instruction session in the spring semester. Upper-class students have classes in the library which focus on research in their discipline and often include special collection materials. Most years the sophomores in the Architecture program come to the library in conjunction with one of their classes in order to be introduced to the specialized architecture resources. Research guides specific to each Department can be found on the library's intranet page. The Library has inaugurated a liaison program to enhance communication with the Departments. Each of the professional staff has three Departments for contact purposes. The library director has responsibility for the Architecture Department in this capacity.

Library Content, Extent and Formats

The Fleet Library includes a collection of 137,500 volumes and 380 current periodical titles. The collections focus on art, architecture and design, with 15% in supporting areas of the humanities, social and physical sciences. Special collections include the artists' book collection, the Gorham Design Library and the Lowthorpe Collection on Landscape Architecture. There are 10,500 titles (12,500 volumes) classed to NA, with 400-500 titles added each year. In addition, there are 4,500 volumes in closely related fields. The library offers a good study collection for architecture with an interesting, though not comprehensive, selection of historically important research titles. Materials are collected that represent architectural practice worldwide. Since the collections date from the late 19th century, there is depth due to discriminating purchases and extraordinary gifts. This collection is augmented by research materials held in the RISD Museum.

The library catalog lists 196 architecture periodicals, including at least 84 current titles and many more on broader areas of design. The Library holds 41 of the 49 periodicals on the 2002 AASL Core List of architecture periodicals; four additional titles are among the 34 architecture journals that are available electronically.

The Library subscribes to a comprehensive collection of electronic resources, available to the RISD community off-campus as well as on campus, including full-text periodical services, image collections, art encyclopedias and material databases. Specific to Architecture are the Architecture Index, the Avery Index to Architectural Periodicals, ArtFulltext and the Design and Applied Arts Index. JSTOR, Project Muse and Academic Search Premier all include full-text architecture periodicals. Material Connexion and BuildingGreen provide online resources for information about new materials used in design.

Visual Resources is one of the Departments reporting to the Director of Library Services. Visual collections include the Picture Collection (482,440), the Slide Collection (172,000), mounted reproductions, posters, sound and video recordings, DVD's and CD-ROMS. Most faculty are now using their own digital images for teaching. The library provides access to more than 2 million images through subscriptions such as ARTstor, Grove Art and AP Photo. There are numerous websites with free access to architecture images; some of these will be identified on the library's intranet page.

The Library also houses RISD's institutional archives, which includes all of the building plans and related files for RISD's buildings. These are made available on a regular basis to architecture students for projects. The Archives also holds materials specific to the Architecture Department, including videotapes of the architecture lecture series, student degree projects, and Department files and publications, totaling 41 linear feet and 112 VHS tapes.

The RISD Material Resource Center is a place to explore materials and discover new methods and processes which can lead to new sources of inspiration and creativity. The collection currently totals over 20,000 items across broad composition-based categories such as wood, metal, glass, mineral, animal, plastics, composites, etc. Materials circulate for 14 days at a time.

Faculty and students are encouraged to make suggestions for new acquisitions; however, most collection development is done by the library director. A significant portion of new acquisitions come from a vendor (YBP) following a detailed collection development profile. Another vendor (Karno Books) provides significant coverage of Latin American architecture. The collection appears to be sufficient with both current and retrospective materials, to support the curriculum. Faculty research and professional development are supported to an extent; resources of other institutions are available through various consortial arrangements and interlibrary loan. A breakdown of the collection follows:

NA book vols. 15,302
NA dvd/vid vols. 111

TA book vols. 416
TA dvd/video 13

TH book vols. 833
TH dvd/vid vols. 3

HT 1-400 book vols. 809
HT 1-400 dvd/video 16

Arch Periodicals (current and noncurrent) 243 titles

Slides 0
Material samples 26,193
Architectural models 6

Library Funding

Over the past ten years the library budget has averaged 2.26% of the Educational and General Budget. Staff salaries and benefits account for 82% of the total library budget of \$1,632,888 (06/07). Out of a total acquisitions budget of \$245,000, the Library spends about \$32,000 a year directly on architecture books, periodicals and databases. The Library is an independent unit of the school, under the direction of the Director of Library Services who reports to the Provost. The director has overall responsibility for library operations, including development and maintenance of collections, management of staff and budget, long-range planning and development. Advice and support is provided by the Library Committee, composed of administrators, faculty members, librarians and students.

Identification of Problems

Librarians work with students individually but have found that it would be more helpful if faculty made time to bring the students to the library for research instruction and orientation in this discipline. Librarians are also available to come to class at the beginning of a research assignment to be sure that the students understand how to use the available resources. Faculty should be more aware of the support librarians provide and the available research guides on architecture. Librarians will be invited to faculty meetings on a regular basis.

Architecture Reading Room in BEB

The Department also maintains a small reading room with about 600 volumes and 30 linear feet of periodicals. This room is overseen by the head of the Department and is managed by student workers. Its dual purpose is for ready reference and for inspiration, with its location near the studios as the key. There is an annual budget of \$1,000 for new books; in addition the collection is being built through donations. Long-range plans include adding the holdings of this collection to the library catalog.

Library Collections and Services for the European Honors Program

RISD students have the opportunity of spending 6 months in Rome under the auspices of the European Honors Program. At this point, this program is housed in the Palazzetta Cenci in the center of Rome. It includes a small library that is managed by the director of the program with the assistance of student workers. The library director and the technical services librarian have spent time at the Cenci organizing this collection, and getting it cataloged in RISD's online catalog. The collection has around 3,000 volumes, one-third of which are cataloged. Unfortunately, architecture is one section that still needs this attention, so it is difficult to know exactly what is there. Recent gifts of architecture books to the Providence library, many of which are duplicates, will provide additional materials for the Rome campus. With much more available online, the students are able to access periodical articles and specialized encyclopedias and websites which also contribute to their research resources.

Edna Lawrence Nature Lab

Institutional Context and Administrative Structure and Support of Mission

Since 1937, the Edna Lawrence Nature Lab has inspired art and design students by providing unmediated access to nature science specimens that showcase the patterns, structures and forms found in the natural world. It houses an extensive variety of preserved natural science specimens including mollusk shells; dried moths,

butterflies and other insects; taxidermy birds, mammals, and reptiles; minerals; plants and seed pods; pressed leaves, wood, and feathers; as well as natural bone and replica skeletons and anatomical models. Living plants and animals (including birds, lizards, turtles, fishes, amphibians, and small mammals) are also maintained in the Nature Lab. At present the collection totals approximately 80,000 specimens.

In addition to the main collection space, the ground floor of the Waterman Building houses the Nature Lab's Micro-imaging and Wet-Lab spaces that include a natural science and ecological design library; microscopy resources featuring stereo microscopes and compound microscopes for classes of up to 30 students; prepared microscope slide mounts; x-ray radiographs; Edna Lawrence students' drawings; and, hundreds of acrylic boxes housing specimens suitable for microscopic study.

Recent upgrades to the Nature Lab's micro-imaging resources include research quality stereo microscope and inverted compound microscope systems together with digital cameras and imaging software available. The inverted microscope has fluorescence illumination capability and features Hoffman Modulated Contrast objective lenses. In addition, a newly acquired Phenom G2 Pro desktop scanning electron microscope allows magnification of specimens up to 45,000X.

Additional collections are off display - including many minerals; an herbarium; a "wet" collection of invertebrates; reserve skeletons; bird and mammal study skins; and, mammal pelts - but may be viewed by appointment with the curatorial staff. Class orientations can be scheduled with the monitor's desk one week in advance.

The Nature Lab also manages the Arthur Loeb Design Science Teaching Collection comprised of 2-D tessellation patterns in various formats and 3-D polyhedra that can be used to teach visual thinking, mathematical concepts or the basics of pattern formation and structure in nature. This collection is housed in an adjacent building and access can be scheduled by special request through the Monitor's desk.

Since its inception the Nature Lab has helped students explore pattern, form, texture, color and other qualitative elements of nature that are central to art and design education at RISD. To facilitate this the Nature Lab provides unprecedented access to its specimens. Unlike traditional natural history museums this collection of specimens may be handled, examined and borrowed for reference and study. Such hands-on contact is rare amongst museum-like learning environments and critical to exploring the biological influences on art and design and our human-nature connection. Staffing by work-study students ensures that Nature Lab resources are accessible with the Lab being open 80 hours per week during the Academic Year. In addition to the traditional role of the collection, the Nature Lab is further promoting the study of life science in art and design education through biology-based studio, laboratory, and field-based experiences with the support of appropriate technical resources, particularly with respect to emerging design disciplines such as:

- The application of natural systems and structures to human problems (biomimicry),
- Bio-inspired design and engineering (biotechnology),
- The effects of natural forms and elements in the built environment on human health (biophilic design),
- The application of living materials in architecture and building systems (living systems).

The Nature Lab encourages dialog around the evolutionary origins of human perception and a biological frame of reference for concepts of aesthetics and beauty. It serves as a hub for pedagogical discourse through workshops and symposia, funded research, sponsorships that foster innovative collaborations, and campus-wide programs such as the Nature, Culture, and Sustainability course concentration. This broad-based approach exposes student to expansive thinking about life and creativity while also providing a platform for engaging contemporary challenges of environment, ethics, and culture. In the future, we see the Nature Lab contributing significantly to goals of the RISD Strategic Plan, including efforts to create a new center with multi-departmental access, “facilitating cross-disciplinary teaching, learning and research...” This is especially true within life sciences, which are rapidly emerging as critical areas of technological development potentially rivaling the digital revolution’s influences on society.

Nature Lab Ongoing Assessment of Quality and Currency

Historically grounded both physically and pedagogically in the Foundation Studies Division, the Nature Lab is increasingly viewed as a scientific resource for the entire RISD community. To facilitate ongoing growth and connectivity, it now reports directly to the Vice Provost for Academic Affairs together with other campus-wide resources such as the Fleet Library, RISD Writing Center, and International Programs Office, all organized under the umbrella of RISD’s Academic Commons. As such it has been supporting many emerging campus dialogues on the relationship between art, design, and science, including new initiatives such as the National Science Foundation funded EPSCoR program (Experimental Program to Stimulate Competitive Research) and STEM to STEAM events.

In addition to ongoing renewal and updating of the natural science collection, major new investments have been made around the Nature Lab’s microscopy and micro-imaging systems as well as aquatic systems designed for maintaining a variety of living marine specimens. These new acquisitions have established the Nature Lab with micro-imaging resources unparalleled in an art and design school. A partial list of equipment follows:

- Phenon G2Pro Desktop Scanning Electron Microscope, computer workstation and graphics and imaging software.
- Research-grade Olympus SZX16 high-resolution stereo microscope with 12.5 MP Jenoptik progressive scan camera, computer workstation, graphics and imaging software, and a 52 inch Sharp HD flat screen panel
- Research-grade Olympus IX51 Inverted microscope with Hoffman optics, 12.5 MP Jenoptik progressive scan camera, fluorescence illumination, computer workstation, graphics and imaging software
- High-quality Olympus CH30 compound microscope with Canon Vixia HFS20 HD video camera with microscope adapter, and a 50 inch Samsung HD flat screen panel
- High-quality Olympus SZ40 stereo microscope and Olympus CH30 compound microscope, both with Jenoptik digital cameras, computer workstations, graphics and imaging software, and a 52 inch Sharp HD flat screen panel
- Three hand-held Broden Proscope digital video microscopes, interchangeable lenses, computer workstations, graphics and imaging software
- Classroom space equipped with 24 SZ30 Olympus stereo microscopes with Metaphase LED illuminators
- Two 570 L closed-system, temperature controlled marine aquarium units

Supporting study and research in the Nature Lab is also a reference library of books, periodicals, and DVDs related to natural science, environmental science, and bio-inspired design. Classroom spaces outfitted with built-in video projection systems further support formal science classes that are hosted in the Nature Lab and offered by the Liberal Arts Division, Continuing Education Division, and other RISD academic departments.

Nature Lab Funding

The Nature Lab's operating budget is funded on an annual basis through Academic Affairs for a full-time Director, Lab Coordinator, Collections Specialist, Graduate Assistants and 25-30 part-time student employees to assist faculty and students as well as work on maintaining and displaying the collection. Approximately \$15,000 is provided each year for ongoing collection replacement. Capital equipment improvements have totaled more than \$80,000 over the past three years with \$41,000 allocated for Fiscal 2014. General maintenance is provided through campus facilities. In addition to college support, the Nature Lab has been identified as the RISD hub for our statewide, National Science Foundation-funded EPSCoR grant. To date, infrastructure investment through RI EPSCoR has totaled more than \$185,000. A new full-time Biological Programs Designer position has been approved to oversee the expanded technical resources and to provide for student and faculty training and new content development.

Identification of Problems

In recent years, keeping up with expanding demand for services and expertise has become a problem.

RISD Museum of Art

Institutional Context and Administrative Structure and Support of Mission

The RISD Museum is considered to be one of the finest museums of its scale in the country. As an integral part of the college, it also serves as the principal museum of art for the city, state and region. It houses over 80,000 works of art, ranging from ancient Greek and Roman sculpture to French Impressionist paintings, from Chinese stone and terracotta sculpture to contemporary art in every medium, including textiles, ceramics, glass and furniture. It also serves the general public with a full schedule of special exhibitions, lectures, tours, concerts and other programs. The Museum's collection is displayed in 45 galleries on three floors, tracing the history of art from antiquity to the 21st century.

Galleries housing Greek vases and coins, Roman frescoes and sculpture, and Etruscan bronzes lead to the Medieval gallery, which includes a 12th-century sculpture from the Third Abbey Church of Cluny, France. A sequence of European galleries follows, with painting, sculpture, and decorative arts ranging from the Renaissance to Neoclassicism. Highlights of the 19th-century French painting galleries include masterpieces by Delacroix, Corot, Manet, Monet, Cézanne, Rodin and Matisse. American painting of the 19th and early 20th centuries is represented in work by Chase, Heade, Homer, Bellows, Sargent and Cassatt.

The RISD Museum is composed of five buildings on a sloping city block between Main and Benefit streets on the historic East Side of Providence. In 2008, RISD opened the Chace Center, designed by acclaimed architect Rafael Moneo, adding 6,000 square feet for special exhibitions and a new Museum entrance on North Main Street. The Daphne Farago wing, built in 1993, exhibits contemporary art and provides the Benefit Street entrance to the Museum. The Eliza G. Radeke building, added in 1926, houses permanent collection galleries, from Egyptian and Ancient art through Impressionism, to 20th-century art and design. The Charles Pendleton House, the country's first museum wing devoted to the display of American decorative arts, was built in 1906 as a replica of the Federal-style residence of Charles L. Pendleton. The first public galleries were created in 1893 in the Waterman building, which today highlights 19th-century American paintings and changing exhibitions.

The Biennial Faculty Show at the RISD Museum is a central event in the creative life of the region. In addition, each year the Museum sponsors a public exhibition of the work of all graduate students held in the convention center at the time of graduation. Although the schedule for completing final projects in architecture conflicts with the exhibition, we plan ahead to have our students work included, by bringing back several of the best projects each year to represent the program.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

Institution Type:

Private Not for profit

Carnegie Classification:

a. Basic Classification

Spec/Arts: Schools of art, music, and design

b. Undergraduate Instructional Program (Special focus institution)

c. Graduate Instructional Program: (Special focus institution)

d. Size and Setting (Special focus institution)

Which regional accreditation agency accredits your institution?

New England Association of Schools and Colleges (NEASC)

In which ACSA region is the institute located?

Northeast

Who has direct administrative responsibility for the architecture program?

Name Laura Briggs

Title Department Head

Office Phone Number 401-454-6281

Fax Number 401-454-6299

Email lbriggs@risd.edu

To whom should inquiries about this questionnaire be addressed?

Name Laura Briggs

Title Acting Department Head

Office Phone Number 401-454-6281

Fax Number 401-454-6299

Email lbriggs@risd.edu

Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name Jennifer Dunseath

Title Director of Institutional Research

Office Phone Number 401-454-6386

Fax Number n/a

Email sberenba@risd.edu

Institutional Test Scores:

Admit Term	Grade Point Ratio	
	School Wide	
	Mean GPA	Mean SAT
Fall 2009	89.3	1895
Fall 2010	89.5	1890
Fall 2011	89.7	1921
Fall 2012	89.8	1878

NAAB-Accredited Architecture Programs

Degree Programs

a. Which NAAB accredited/candidate degree programs were offered during the last fiscal year?

Accredited

Bachelors of Architecture, Masters of Architectur

Candidate

N/A

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? Yes

Demographic for RISD Undergraduate Students:

Degree Type	Available?	Full Degree Title
Bachelor of Fine Arts	Yes	Bachelor of Fine Arts
Bachelor of Architectural Studies	No	
Bachelor of Arts	No	
Bachelor f Design	No	
Bachelor of Environmental Design	No	
Bachelor of Science	No	
Other	No	

Demographic for RISD Graduate Students:

Demographics for RISD Students: Undergraduate		2009	2010	2011	2012
IPEDS Race					
American Indian of Alaskan Native		3	3	4	3
Asian		310	280	346	349
Black or African American		33	24	45	42
Hispanic		84	65	119	134
Non-Resident Alien		330	353	389	411
Two or More Races		71	60	54	61
Unknown		413	641	340	411
White		696	549	673	670

Demographic for Architecture Undergraduate Students:

Demographics for RISD Students: Graduate		2009	2010	2011	2012
IPEDS Race					
American Indian of Alaskan Native		-	-	1	1
Asian		33	24	26	28
Black or African American		6	5	7	5
Hispanic		18	8	28	17
Non-Resident Alien		101	91	111	150
Two or More Races		14	11	16	13
Unknown		108	193	73	53
White		140	99	162	147

Demographic for Architecture Graduate Students:

Demographics for Architecture Students: Undergraduate Barch					
IPEDS Race	Gender	2009	2010	2011	2012
American Indian of Alaskan Native	F	0	0	0	0
American Indian of Alaskan Native	M	0	0	0	0
Asian	F	2	1	2	1
Asian	M	4	0	1	2
Black or African American	F	0	1	0	1
Black or African American	M	0	0	0	0
Hispanic	F	1	1	1	0
Hispanic	M	1	2	6	3
Non-Resident Alien	F	7	3	6	4
Non-Resident Alien	M	1	1	5	6
Two or More Races	F	0	0	1	1
Two or More Races	M	0	0	0	0
Unknown	F	3	1	1	3
Unknown	M	5	0	2	3
White	F	2	3	8	4
White	M	3	5	5	3
		29	18	38	31

RISD Full-Time and Part-Time Faculty Demographics:

Demographics for Architecture Students: Graduate March					
IPEDS Race	Gender	2009	2010	2011	2012
American Indian of Alaskan Native	F	0	0	0	0
American Indian of Alaskan Native	M	0	0	0	0
Asian	F	1	3	7	1
Asian	M	1	1	0	2
Black or African American	F	0	0	0	1
Black or African American	M	0	0	0	0
Hispanic	F	0	2	0	1
Hispanic	M	0	0	0	2
Non-Resident Alien	F	1	4	1	3
Non-Resident Alien	M	3	1	3	2
Two or More Races	F	0	0	0	1
Two or More Races	M	0	0	0	1
Unknown	F	2	3	4	3
Unknown	M	7	3	7	8
White	F	12	5	2	3
White	M	12	9	8	7
		39	31	32	35

RISD Full-Time and Part-Time Staff Demographics:

Full Time Staff - RISD	2009-2010		2010-2011		2011-2012		2012-2013	
	M	F	M	F	M	F	M	F
American Indian or Alaska Native	0	1	0	0	0	0	0	0
Asian	8	4	6	5	6	7	6	8
Black / African American	6	13	7	15	9	20	9	21
Hispanic	12	5	10	4	14	7	10	6
Non-Resident Alien	0	0	4	0	4	1	3	0
Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	176	216	184	229	187	239	191	245
Two or More Races	0	0	0	0	0	0	0	0
Unknown	0	2	4	4	6	4	5	7

Part Time Staff - RISD	2009-2010		2010-2011		2011-2012		2012-2013	
	M	F	M	F	M	F	M	F
American Indian or Alaska Native	0	0	0	1	0	0	0	1
Asian	1	0	1	0	1	1	1	0
Black / African American	2	4	1	5	1	5	2	9
Hispanic	2	2	2	2	4	4	5	5
Non-Resident Alien	0	0	0	0	0	0	0	0
Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	14	35	15	29	20	31	17	34
Two or More Races	0	0	0	0	0	0	0	0
Unknown	0	0	1	0	0	0	0	2

RISD Full-Time and Part-Time Faculty Demographics:

Full Time Faculty - RISD		2009-2010		2010-2011		2011-2012		2012-2013	
		M	F	M	F	M	F	M	F
American Indian or Alaska Native		1	0	1	0	1	0	1	0
Asian		4	6	3	6	5	5	5	4
Black / African American		2	1	2	1	2	1	2	0
Hispanic		2	0	1	1	2	1	1	1
Non-Resident Alien		0	0	1	0	1	0	3	0
Hawaiian or Other Pacific Islander		0	0	0	0	0	0	0	0
White		73	60	71	45	74	55	70	59
Two or More Races		0	0	0	0	0	0	0	0
Unknown		1	0	1	0	1	0	1	0

Part Time Faculty - RISD		2009-2010		2010-2011		2011-2012		2012-2013	
		M	F	M	F	M	F	M	F
American Indian or Alaska Native		2	0	2	0	1	0	1	0
Asian		3	5	3	5	6	6	5	4
Black / African American		1	2	1	3	3	0	4	0
Hispanic		10	3	9	3	8	1	8	5
Non-Resident Alien		0	0	10	11	8	8	7	11
Hawaiian or Other Pacific Islander		0	0	0	0	0	0	0	0
White		140	111	173	134	177	155	166	143
Two or More Races		0	0	0	0	0	0	0	0
Unknown		2	1	5	1	11	10	22	5

Architecture Full-Time and Part-Time Staff Demographics:

Full Time Staff - Architecture	2009-2010		2010-2011		2011-2012		2012-2013	
	M	F	M	F	M	F	M	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black / African American	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Non-Resident Alien	0	0	0	0	0	0	0	0
Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	0	0	1	0	1	0	1
Two or More Races	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0

Part Time Staff - Architecture	2009-2010		2010-2011		2011-2012		2012-2013	
	M	F	M	F	M	F	M	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black / African American	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0
Non-Resident Alien	0	0	0	0	0	0	0	0
Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	0	1	0	1	0	1	0	2
Two or More Races	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0

Architecture Full-Time and Part-Time Staff Demographics:

Full Time Faculty - Architecture	2009-2010		2010-2011		2011-2012		2012-2013	
	M	F	M	F	M	F	M	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0
Black / African American	0	0	0	0	0	0	0	0
Hispanic	0	0	1	1	1	1	1	1
Non-Resident Alien	0	0	0	0	0	0	0	0
Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	5	4	5	3	5	4	6	4
Two or More Races	0	0	0	0	0	0	0	0
Unknown	0	0	0	0	0	0	0	0

Part Time Faculty - Architecture	2009-2010		2010-2011		2011-2012		2012-2013	
	M	F	M	F	M	F	M	F
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian	0	0	1	2	1	1	0	0
Black / African American	0	0	0	0	0	0	0	0
Hispanic	1	2	1	2	1	1	1	1
Non-Resident Alien	0	0	0	0	1	0	2	1
Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0
White	14	5	16	6	10	6	13	3
Two or More Races	0	0	0	0	0	0	0	0
Unknown	1	0	2	0	4	1	1	0

RISD Faculty Members Promoted:

RISD Faculty Members Promoted			
Year	To Assoc Prof	To Prof	To Sr Lecturer
2009	4	6	0
2010	0	1	0
2011	3	0	0
2012	0	0	0

Architecture Faculty Members Promoted:

Architecture Faculty Members Promoted			
Year	To Assoc Prof	To Prof	To Sr Lecturer
2009	0	0	0
2010	1	0	0
2011	1	0	0
2012	0	0	0

Size and Format of Studios and Courses:

Course size and format are recognized in the Department to be decisive to the deployment of the varied and heterogeneous pedagogic ambitions held. Studios are at the core of the curriculum, with students working together in a common environment. The intimate size of each section - between twelve and fourteen students - and the intensity of two full-day meetings with the studio critic each week, establish an intense and individual relationship between student and instructor. Other courses, especially introductory and quantitatively-based courses, balance the delivery of instruction with forms of participatory discussion, alternating (or in some cases combining) lecture courses (seventy to one hundred students) with seminar or workshop formats. These courses also balance survey-like syllabi with integrative approaches.

One concrete example is the required Modern Architecture course. Taught in one three-hour block, the first half of the class is spent in a lecture given to the entire class of approximately sixty students. After a break, the students return to two discussion sections to consider readings prepared by the students according to a reading guide. These discussions are with one of the two professors leading the course. In addition to more conventional, quantitative evaluations of the student's comprehension through a midterm exam and pop quiz, the course's primary requirement was participation in a student colloquium on the period between 1968 and the present (subsequent to the period covered by the course). The combination of such diverse learning, teaching, and evaluative models is characteristic of the way in which faculty strive to give vibrancy to large, required courses.

ACADEMIC AFFAIRS

RHODE ISLAND SCHOOL OF DESIGN

TWO COLLEGE STREET PROVIDENCE, RHODE ISLAND 02903-2784 TELEPHONE 401-454-6599 FAX 401-454-6598

September 5, 2013

National Architectural Accrediting Board, Inc.
1735 New York Avenue, NW
Washington, DC 20006

Dear Committee,

I am pleased to present the Department of Architecture, Rhode Island School of Design's Architecture Program Report to the National Architectural Accrediting Board.

As required by NAAB, RISD has regularly submitted statistical data as part of its Annual Report. The Annual Statistical Reports submitted to you in 2008, 2009, 2010, 2011 and 2012 were compiled in good faith and are accurate to the best of our knowledge. While there have been personnel changes since the interim reports were filed, I will attest to the accuracy of the information.

Please do not hesitate to contact us if additional information is needed.

Sincerely,



Rosanne Somerson
Provost / Chief Academic Officer



I.3.2. Annual Reports

Architecture Department 2009/2010 Annual Summary

Curricular Initiatives / New Classes:

About Style: Philosophical Meditation on the Question of Style / Cancelled 9/22/09 Advanced Studio / duplicate ARCH-21ST 10

History Seminar: Architecture of Ancient Palestine Not offered as ARCH required

From Aristotle to Derrida Literature of the Visual Arts: Faculty deceased

Self-Organized Urbanism ARCH-2127/DM-2127; SP09-2010. To explore, assess, and develop Situationist International's Unitary Urbanism in the digital media age

International Initiatives:

India: Cosmic Comics Imagining the Ganga-Jamuna Doab of North India; Anthony Acciavatti, WS10.

Lumbrein, Switzerland: Erecting an Exhibit for the Spazi Cristagl WS10.

Montecillo de Nieto, Mexico: Design / Build Community Center in Mexico; Silvia Acosta, WS10.

Faculty Achievements:

Anthony Acciavatti, Professional Development Award: research for a book on a new paradigm for a sustainable Corn Belt infrastructure

- Jonathan Knowles, Assistant Professor, Presenter, Clean Energy Panel, A Better World by Design Conference, Brown University, Providence, RI, 10/4/09
- Architecture Jury, 2009 Solar Decathlon, United States Department of Energy, Washington DC, 10/8-12/09
- Certified Passive House Consultant, Passive House Institute US (PHIUS), Urbana, Illinois, 11/09
- Awards and Scholarship Committee, Society of Building Science Educators (SBSE), 2009/10 Academic Year
- Participant, Stakeholder Meeting, Rhode Island Science and Technology Advisory Council (STAC), Rhode Island Economic Development Corporation (RIEDC), Providence, RI, 12/9/09
- Guest Critic, Integrated Building Studio, Princeton University School of Architecture, 12/09
- Wilton Residence, 3,200 sq Residential Renovation, Wilton, Connecticut, \$200,000 Budget, Under Construction, 3/2010 completion date
- Faculty Advisor, Solar Thermal Electric Pavilion, Rhode Island School of Design Research Foundation Grant, \$50,000 budget, under Construction, 3/2010 completion date
- Freeman Residence, 1,300 sq Residential Addition, Freeman, Maine, \$200,000 Budget, Under Construction, 4/2010 completion date
- Townhouse Renovation, 3,200 kW Photovoltaic Panel Installation, New York, New York, \$45,000 Budget, Under Construction, 2/2010 completion date

Kyna Leski, Professor, Architecture Department Head.

- FA09 Professional Development Fund Award; Release time to work on her manuscript on the creative process
- Awarded grant to speak at Pop Tech's 2009 Annual Conference, 10/091

Awards: 3SIX0 (Chris Bardt, Kyna Leski)

- 2009 AIA Rhode Island, Design Awards, Commercial / Industrial Merit Award (Au Bon Pain: KL, CB, MB)
- AIA Rhode Island, Design Awards, Residential Merit Award (Eastside Addition: KL, CB, JR); AIA
- Rhode Island, Design Awards, Adaptive Reuse Merit Award (Stone House Inn: CB, KL, OM, AB, MC)
- AIA Rhode Island, Design Awards, Interior Merit Award (Stone House Barn: KL, CB, OM, AB, MC)
- Faith and Form Religious Architecture Award, Merit Award for New Facilities (Chapel: KL, CB, JR)
- Rhode Island Monthly, Design Awards for Commercial Construction Renovation, Gold Medal (Chapel: KL, CB, JR)
- Rhode Island Monthly, Design Awards for Residential / New Construction, Silver Medal (Eastside Addition: KL, CB, JR)
- Rhode Island Monthly, Best of Rhode Island Editor's Picks: Projects in Progress

Pari Riahi

- "Constructing Imagination: Word and Image and the 'matter' of architectural scholarship" at the Washington Alexandria Architecture Center

Lynnette Widder, Associate Professor, Architecture (on sabbatical).

- Publication of a book of Rhode Island based modern architect Ira Rakatansky
- Invited speaker, Dessau Institute of Architecture conference on "Design Education as Research Labora-

- tory" Summer 09
- Lectures / Workshops include Carnegie Mellon School of Architecture Lecture Series
- International Workshop, Nagoya City University, 2/18-24/10

Internal / External Grants:

- (STAC) Grant Jonathan Knowles, pending NSF grant with Joy Ko and University of Delaware Department of Material Engineering for
- "Performance-driven" Material and Design for Sustainable Buildings, second round pending Graham Foundation Grant for research on Sep
- Ruf and SOM in Munich, 1947-1954, second round pending
- RISD Professional Development Grant Lynnette Widder

Significant Media Recognition:

- Kyna Leski / Chris Bardt 3SIX06 2010 RIHAN.CC SPACE-X Entertainment Center, H.K. Rihan International Culture Spread Ltd., pp.176-181 / 210-2157
- RIHAN.CC SPACE-X Stylish Restaurants, H.K. Rihan International Culture Spread Ltd., pp.258-2638
- 2009 Collection: US Architecture Edited by Michelle Galindo, Braun Publishers, pp.152-1559
- Rhode Island Monthly October, "Annual Design Awards," pp.28, 53-5410
- Rhode Island Monthly August, "Best of Rhode Island," pp.10411
- SPA-DE, International Review of Interior Design Vol.12, Fareast Design Publishers, "World Spatial Design Forefront," pp.22-2312
- SPA-DE, International Review of Interior Design Vol.11, Fareast Design Publishers, "Casual Hip Restaurants," pp.27-30, 54-5713
- Plus Magazine, Monthly Journal of Architecture and Interior Design, Plus Publishers Ltd., May, "Overseas Interior: Shepherd of the Valley," pp.116-11714
- Hartford Courant February, "Addition is Space to Believe In" by William Morgan15
- Design New England Magazine March / April, "Selections: Providence," pp.2616
- Plus Magazine, Monthly Journal of Architecture and Interior Design, Plus Publishers Ltd., February, "Overseas Feature Firm," pp.30-4317

Departmental or Divisional Events:

Memorial Service for Henry Fernandez RISD Auditorium; 00/00/09; Speakers: John Ellis, Friedrich St. Florian, Eric Wolf, Karen Schaub, Eduardo Dominguez Terranova, Caroline P. Murphy, and Dawn Barrett
 Digital Constructs: Six Storefronts Rolfe Square, Cranston, RI; 12/2009; Hansy Better, Assistant Professor; Collaboration between business owners and the Department of Architecture for newly designed storefront windows, conceptualized and installed by RISD students

Meta/mimetic/mnemonics: remembering through copying BEB Gallery; 1-15-2-13/2010; Show questions the copy the role of the digital in architectural schools. The exhibit serves as a reinterpretation of RISD's involvement in the July 2009 conference on digital representation in architectural schools that took place in Florence, Italy entitled Beyond Media: Visions // Spot on schools. Installation managed by Laura Blosser and Alexander McCargar.

Invited Critics:

- Elizabeth Ghiseline. Silvia Acosta: Advanced Studio Mid-term review
- Robyn Reed. Brian Goldberg: Advanced Studio Mid-term review
- Peter Patsouris. Jim Barnes: Urban Design Principles Mid-term review
- Pamela Unwind-Barkley. Maria Guest: Urban Design Principles Mid-term review
- Jason Wood. Silvia Acosta: Advanced Studio Midterm review
- Adrienne Benz. Silvia Acosta: Advanced Studio Mid-term review 11/6/09
- Andrew Tower. Mid-term and final review
- Elizabeth Ghiseline. Mid-term review 11/6/09
- Robyn Reed. Mid-term review 12/4/09
- Peter Patsouris. Mid-term review 10/22/09
- Pamela Unwind-Barkley. Mid-term review 10/22/09

Internships:

- Friedrich St. Florian. Client sponsored internship requiring the interns to travel and help execute and urban architectural study. Four Architecture students were selected to participate.
- Zel Bowman-Laberge, Half Moon-Cove Tidal Power: Tidewalker Engineering. June-Aug 09
- Mike Bykousk, Focus Lightning. June-Aug 09
- Alexandra Gonzalez, P&C Ingenieria Vial LTDA. July-Aug 09

- Santiago Hinojos, TEN Arquitectos. July 09
- Shi Hwa Hung, Datrans Urban Architecture
- Taijasa Jordan, Crosskey Architects LLC: Architecture / Planning / Interiors
- Eleni Koryzi, Kengo Kuma & Associates June-July 09
- Saemi Kim, ARCHIBAN: Seokchul Kim & Partners. June-July 09
- Sung Jun Park, AXI: OME LLC. Summer 09
- Alyssa Saltzgaber, TRMA (Taniguchi Ruth Makio Architects). June-Aug 09

Accreditation/Visiting Committees:

Architecture accreditation

Submission of NAAB Annual Review, 11/09

Curricular / Degree Changes:

Restructuring degrees

BFA Architecture: Bachelor of Fine Arts in Architecture, 4-year

Architecture Department 2010/2011 Annual Summary

Curricular and Research Initiatives:

Lynnette Widder and Joy Ko will present papers on the relationship between computational thermal analysis and the architectural detailing process at four upcoming international conferences between June and October on low-energy and energy-based application building technologies: PLEA (Passive and Low Energy Architecture) 2011 in Brussels; ELCAS (Second International Energy, Life Cycle Assessment and Sustainability Workshop and Symposium) in Nisyros, Greece; SB 11 in Helsinki, Finland; and Clean Tech, in Lausanne, Switzerland. Graduate assistant work with Lynnette Widder has been in support of these lectures and of a submission to the Holcim Foundation Awards for Sustainable Architecture (results to be announced in September, 2011).

Curricular/Degree Changes:

Advanced Standing/Graduate Program: (As of academic year 2011-2012):

Graduate applicants holding a 4 year pre-professional degree in architecture from an accredited college or university, are now eligible to apply for an advanced standing track (March AS) and if accepted may complete the requirements for the M.Arch in 2 years. Acceptance to the advanced standing track is determined at time of admission and is at the sole discretion of the admissions committee. The M.Arch AS course of study follows the 2nd and 3rd year course of study of the MArch program. Students in the MArchAS track must complete a minimum of 69 credits for graduation.

Interdisciplinary Initiatives:

- ARCH 2101 Design Principles: ongoing shared curriculum between LDAR and ARCH. Gabriel Feld, coordinator.
- New course entitled 'Designing MoMA' for fall 2011, taught by Amanda Lahikainen, initiated by ARCH to be run with partial support from the Dean's office, cross-listed with FUR and INTAR.
- Architecture and Interior Architecture:
 - "Exploring the Part-to-Whole Equation Constructing a Montessori School" – shared Advanced Studio. Faculty: Maria Guest; spring, 2011.
 - "Re-Box" – shared Advanced Studio. Faculty: Markus Berger, Peter Dean; spring 2011.
 - "Inventing Sustainable Design Alternatives for the Future of Office Work" – shared Advanced Studio. Faculty: Robert Luchetti; spring 2011.
- Architecture and Landscape Architecture; "Ecology, Site & Design Studio" – shared Advanced Studio. Faculty: Scheri Fultineer/ Darina Zlateva; spring 2011.
- Architecture, Landscape Architecture and Interior Architecture; "Aquaponics Design/Build." March 26th – April 2nd;; a group of students designed and built the beginnings of an aquaponics system of plant beds and fish ponds in Pawtucket, RI along with the New Urban Farmers. The system would symbiotically grow watercress and tilapia and be used as a tool for teaching students in the community. Faculty: Anastasia Congdon, Architecture Department.
- Co-Habitation ARCH + ID, Wintersession 2011
- An interdisciplinary installation competition entitled "Cohabitation". Winners' works were on exhibit in the BEB Gallery.
- Architecture Department and Freshmen Students; Luminous Washi Lantern: Students from the RISD studio 'Architectonics' joined professor Aki Ishida at the Japan Society in New York City for a benefit concert and workshop to raise funds for the Society's Earthquake Relief Fund. They installed "Luminous Washi Lantern,": a project they designed collaboratively during Wintersession, 2011. The students conducted a day-long workshop to teach visitors how to fold paper pieces that were added to the installation. Faculty: Professor Aki Ishida: Installation date: Saturday, April 9th 2011.

International Initiatives:

- Advanced Studio "Tall Buildings" was invited to exhibit their end-of-the-year work at the City Planning Office in Erfurt, Germany. The proposal consisted of a high-rise, mixed-use building as part of the future development of the rail corridor in the region. The studio included travel to Erfurt during spring break, funded in part by the German Academic Exchange Fund (DAAD). Student work was submitted to the Isover-sponsored competition for sustainable tall buildings, and one student whose work received a second prize will be flown to Prague by Isover for the awards ceremony. Faculty: Jonathan Knowles; spring, 2011.
- Advanced Studio "Buenos Aires: Maps, Stories, and Buildings" traveled to Buenos Aires during spring break to continue their ongoing analysis of the city and choose their individual sites for their design intervention. The preliminary research completed the month prior to the trip culminated in each student visiting the place he/she had mapped and researched. The studio also had the opportunity to view

important architectural works including Clorindo Testa's National Library and the Bank of London; study Argentine art at the Museo Xul Solar and the MALBA; and analyze important public spaces such as Cementerio La Recoleta, Plaza de Mayo, Plaza Lavalle, among others; faculty: Gabriel Feld. March 26-April 2nd.

- Professor Silvia Acosta and Adjunct Faculty Adrienne Benz will run an international design workshop at UTE in Quito, Ecuador in June, 2011, as part of our ongoing collaboration with that university.

External Partnerships:

Architectural Design: Sixty-eight students from the department's Architectural Design studios were charged with bringing to life the vision of Louis Yip, a Pawtucket Developer: a Sustainable Community Garden in Pawtucket, RI. Architectural Design, a required design course, develops design principles presented in the first semester through a series of projects involving actual sites with their concomitant physical and historic-cultural conditions. This spring, the students engaged in a design/build project for the second half of the semester. Working with Mr. Yip, the Pawtucket Foundation and New Urban Farmers, the project is structured to meet the needs of several clients: the Chinese Christian Church of Rhode Island, elders from the Community Housing complex next to the church, and Heritage Park YMCA, an early childhood education center.

The model included a community garden, water catching roofs, water storage, tool storage, raised planting beds, seating and gathering spaces. Other components included open-air structures for multi-purpose uses and additional garden and landscape elements. A large portion of the materials that were used were donated by various local organizations..

Faculty: Silvia Acosta, Adrienne Benz, Hansy Better, Jawn Lim, Enrique Martinez and Jason Wood.

Completion date, final crit and ribbon ceremony: Thursday, May 26, 2011.

Major Faculty Achievements:

- Associate Professor Hansy Better was Juror, Association of Collegiate Schools of Architecture ARCHIVE competition: Better was the Second Responder; May 2011; Lecturer, "Homemade," Department of Architecture Public Lecture Series, Joint Lecture with Beth Whittaker, Massachusetts Institute of Technology, Cambridge, MA; April 22, 2011. She appointed to serve on the 2011 AIA College of Fellows/Young Architects Ideas Program Competition; March 2011, she was a juror for the Rotch Travelling Scholarship Program Competition; March 2011.
- Adjunct professors John Hartmann, Lauren Crahan designed Light Hearted: Valentine's Day project in Times Squares, February 14, 2011. They also participated in Open House – a movement in which suburban homeowners supplement their income and develop a new vocation by offering homemade services and facilities to the public. Hartmann and Crahan executed a one-day exhibition in which they proposed to convert a lawn into a suburban farm; April 23, 2011.
- Associate Professor Jonathan Knowles participated in a nationwide advocacy effort to keep the location of the Solar Decathlon at the Washington DC mall. February 28, 2011. Work from his office, BriggsKnowles A+D, was featured in the April issue of Architecture Record. The article "Low Energy, but High Impact" was written by Michael Cockram. He was invited to speak, along with his partner, at the Design on the Delaware AIA Conference this November regarding the Freeman Residence with an introduction to Passive House. "Passive House Design: Comfort and Low Energy Design"; Knowles was also invited to speak at the American Solar Energy Society (ASES) conference, May 18, 2011.
- Joe Haskett, Partnership for Sustainable Development; awarded SBA grant for 'Box Office Complex'.
- Aki Ishida, Washi Lantern Installation at Concert for Japan, Saturday, April 9, 2011.
- Pari Riahi presented a paper entitled: "Disjointed continuity" at the conference "The virtue of the Virtual," May 18-20, Montreal, Canada.
- Olga Mesa completed the first collaborative studio between RISD's Architecture Department and UTE University in Quito, Ecuador. Students built a water purification station for an NGO working in the rain-forest. Wintersession, 2011.
- Brian Goldberg was the Program Coordinator for Make it Better: A Symposium on Art, Design and the Future of Healthcare (makeitbetter.risd.edu). Anne Tate and Thomas Gardner served on the Programming Committee.
- Jonathan Knowles' students from his Advanced Studio "Tall Buildings" presented their Isover sponsored skyscraper competition projects to the national jury in New York. Thirty projects were submitted from around the country. His student Santiago Hinojos (BArch '12) won second place, received a \$1,000 check and his work was submitted for consideration by the national jury in Prague.
- Lynnette Widder served as a juror for the masters of architecture programs at Yale University and Washington University in St. Louis. She will be the head juror for the Robert Oxman Award at the Bauhausakademie in Dessau, Germany.

Internal/External Grants:

- German Academic Exchange Service (Deutscher Akademischer Austausch Dienst) or DAAD Grant awarded \$8,060 to Jonathan Knowles. Knowles received this grant to travel with his students for a studio on advanced low-energy architecture in spring, 2011
- Aki Ishida received two grants from the Japan Society and the Japan Foundation for an installation of student work reinterpreting the Japanese lantern at the Japan Society in New York which opened in late March, 2011.
- Tanner and Lef Foundation Grants, received by Jonathan Knowles and Lynnette Widder for work on using an energy audit (thermal and electrical) of buildings on the RISD campus as the basis for an innovative curriculum on building systems. They taught the first portion on thermal energy in the Fall and will continue with lightning and electricity in the Spring.
- Lynnette Widder/ Joy Ko, received support from the RISD Faculty Conference Fund to present at the International Conference on Passive and Low Energy Architecture (PLEA) in Brussels, Belgium.
- Lynnette Widder is one of 69 grantees to whom a total of over \$500,000 was awarded by the Graham Foundation, for her project 'Sep Ruf and the Image of Post-War Modernism: The Construction Detail as Index of Changing Paradigms in German Modern Architecture 1949-59' as part of her PhD work at the University of Zurich. Together, the 2011 grantees represent a diverse national and international community of architects, scholars, writers, artists, designers, curators, and others. www.grahamfoundation.org/grantees. Founded in 1956, the Graham Foundation for Advanced Studies in the Fine Arts makes project-based grants to individuals and organizations and produces public programs to foster the development and exchange of diverse and challenging ideas about architecture and its role in the arts, culture, and society.
- A Fulbright Grant (Fulbright-Hays Act under Public Law 256, the 87th Congress) was awarded to Athanasios Geolas for his work, "Architectural Immediacy: A Drawn Investigation of Greek Communities". Athanasios plans to spend a year drawing maps in Greece. A Fulbright Grant (Fulbright-Hays Act under Public Law 256, the 87th Congress), was also awarded to Reed Duecy-Gibbs for his work, "Preservation and Adaptive Re-Use in Mega-Cities". Reed plans to study in Istanbul, Turkey.
- The Gensler Diversity Scholarship was received by Nathalie Jolivet, which offers a scholarship and mentorship during her 5th year and a paid internship during summer 2011, San Francisco, CA.
- This was the fifth year of the Alumni Travel Award, an annual competition for the best student work of the past year (spring to spring) judged by an external jury of an alumnus/a, a part-time faculty member, a full-time faculty member and a distinguished architect and educator. The jury this year was: Laura Briggs (alumna), Stephan Rutz, Lynnette Widder and Marc Tsurumaki (LTL Architects and Columbia University GSAPP). The Award, funded exclusively by alumni contributions, carries a first prize of \$3,000; a second prize of \$1,500 and an unremunerated honorable mention for travel within one calendar year of award. The purpose of the award is to promote excellent student work, create exposure for the department, strengthen ties to alumni and support architectural travel. This year, the jury awarded three second prizes to Laura Blosser (M.Arch '10), Joshua Lantzy and Benjamin Phillips (M.Arch '10) and Jesen Tanadi (B.Arch '11). Robert Williams (M.Arch '10) was awarded honorable mention. The printed documentation of the award, including travel reports by last year's winners, will be available in July.
- Graduate Studies Grant for Architecture 2011, \$5,000 (taxable), was awarded to Ada Tak Ko, "Capturing the Ephemeral," Degree Project related research, summer 2011; 2- 3 weeks.
- Graduate Studies Grant for Architecture 2011, \$6,000 was awarded to Nicholas Moore and Adam Molinski to attend the Architecture Association's "Unknown Fields: Chernobyl to Baikonur," a traveling studio examining peripheral landscapes of the modern world. After traveling with the AA to London, the Ukraine and Kazakhstan, they will continue to Moscow's Strelka Institute for Media, Architecture and Design.

Significant Media Recognition:

- During spring break Associate Professor Jonathan Knowles' students who were participating in his Advanced Studio "Tall Buildings" worked with their counterparts at the Erfurt University of Applied Sciences on Passive Housing construction and planning-now the international standard for energy conservation. Students from both institutions entered an international competition for a sustainable skyscraper to be located in Lower Manhattan. The RISD students proposed a design for multi-family housing in Erfurt during their visit. Their one-day joint charrette at the Erfurt City planning office was covered by the daily newspaper *Erfurter Allgemeine*; April 2, 2011.
- Lynnette Widder's book 'Rakatansky book'*** was recently reviewed in the US Newsletter of Docomomo by Theo Prudhon, the Head of the US Docomomo chapter. Her book on RISD alumnus Ira Rakatansky

- (RISD '39) was favorably reviewed in the Architect's Newspaper.
- Spring 2011 Architectural Design Studio
 - "RISD Students Develop Community Ties", The Pawtucket Times, RISD students created a new community garden and riverside pavilion picnic area as part of a core studio and design build experience. May 18, 2011. (<http://www.pawtuckettimes.com/content/risd-students-develop-community-ties>)
 - Inhabitat, "Gallery: A Student-Designed Community" :(<http://inhabitat.com/a-student-designed-community-garden-sprouts-in-Rhode-Island>), June 7, 2011
 - Blossom Community Garden & Pavilion; author, Dan Laster (M.Arch '13); project book available for purchase at <http://www.lulu.com/product/paperback/blossom-community-garden-pavilion/15933151>.
 - Channel 10 News, May 19, 2011: <http://www2.turnto10.com/news/2011/may/19/risd-students-create-pavilion-picnic-area-pawtucke-ar-495893/>
 - RISD.EDU: Community Garden Blossoms, Francie Latour, June 10, 2011, http://www.risd.edu/About/News/Community_Garden_Blossoms.aspx
 - Announcement, Launch of RISD Architecture (department web site)
 - Architecture Weekly Newsletter
 - <http://architecture.risd.edu/students/works/>
 - ACSA Newsletter,
 - Washi Lantern Installation, Aki Ishida & Architectonics WS 2011 Studio
 - An installation and benefit Concert, which was made possible by the Japan Society, a grant from the Center for Global Partnership, and the RISD Architecture Department.
 - ABC6, reporter Doreen Scanlon, April 8, 2011, The Luminous Washi Lantern project
 - First at Four (4/7), 6 PM newscast (4/7), 6:00AM newscast (4/8), interviewed Aki and looped through 5 or so of the still shots provided.
 - Posted as a web extra: http://www.japansociety.org/event_detail?eid=10a81178
 - RISD Architecture (Department Web Site)
 - <http://architecture.risd.edu/students/works/>
 - Photos can also be seen at <https://picasaweb.google.com/miketodd81/Apr182011#>
 - RISD.EDU
 - Japanese Art to Offer Relief
 - http://www.risd.edu/About/News/Japanese_Art.aspx?dept=4294968124
 -
 - Co-Habitation, BEB Gallery, Architecture Department
 - The Boston Phoenix, "This Just In", Marion Davis
 - <http://providence.thephoenix.com/news/115476-at-risd-2x4s-tape-and-co-habitation/>
 - The Providence Sunday Journal, by C.Eugene Emery Jr. June 5, 2011,
 - Architecture M.Arch graduate Jesen Tanadi was quoted in the article: "RISD Graduation Anything but Traditional" (http://www.projo.com/news/content/RISD_commencement_06-05-11_9SOEUUL_v19.31293af.html)
 - The All-Nighter.com, "Spotlight on Greg Nemes" (M.Arch 12), by Megan Farris, March 3, 2011; M Arch, Feature included samples of his work, and the myriad activities in which he participates both on and off the RISD campus. His projects have ranged from RISD Quickies, Coordinator RISD Rhode Kil running club, founder of the RISD multisport club, co-director of the Architecture Technologies Workshop, grad rep on the curriculum and instruction committees to testing out a new concentration, an interdisciplinary design/fine arts focus. And the list goes on! Learn more at <http://all-nighter.com/spotlight/greg-nemes-architecture-grad-12/>.
 - The Architecture Department faculty and student news has been featured in over 5 issues of the ACSA NEWS Newsletter.
 - RISD XYZ Alumni Magazine, RISD.EDU: Gensler selects Nathalie Jolivet, B.Arch 2012 as the winner of its 2011 Diversity Scholarship, an award that will cover the cost of her fifth year at RISD and offered her a full-time internship at the San Francisco-based firm, summer 2011.

Department Symposium or Event:

- RISD Architecture Triennial Exhibition; January 13th to February 20th; Over Wintersession, the RISD Department of Architecture put on the Architecture Triennial Exhibition at Woods-Gerry which featured student works from various core and advanced studios, as well as current degree projects.
- RISD, GSD, TWC, 1WTC, SOM ...an abbreviated life, Gallery Show March 1st – 25th, Opening Reception on March 3rd, Kenneth A. Lewis, Director, Skidmore Owings and Merrill LLP, New York.
- Evolutions and Assemblies, Gallery Show April 4th – 22nd, , Opening Reception on April 7th, Dan Wheeler, FAIA, Wheeler Kerns Architects, Chicago.
- New England Regional Passive House Institute training seminars, April 13th – 17th and May 5th- 8th,

sponsored by the Architecture Department.

- Department of Landscape Architecture Graduate Exhibition, April 25th - 29th.
- Teaching Architecture beyond the Desk-Top Horizon on April 21, 2011. Moderated by Lynnette Widder with Andres Lepik, Silvia Acosta, Thomas Gardner, Brian Goldberg and Enrique Martinez. The speakers discussed the implications for community engagement work for the teaching of architecture, and the four RISD faculty presented community engagement work completed at RISD in the past five years.
- Work from Wintersession 2011, Gallery Show May 2nd - 27th
- Department of Architecture Degree Project Exhibition, May 30th - June 4th

Visiting Lecturers:

- Kenneth A. Lewis, Director, Skidmore Owings and Merrill LLP, New York. "RISD, GSD, TWC, 1WTC, SOM ...an abbreviated life", Thursday, March 3.
- Colleen Clines and Devon Miller, Anchal Project, "Social Entrepreneurship + Design: Applying Systems-Thinking to a World in Need", Tuesday, March 15..
- Shannon Stark, Lowthorpe Lecture, "Mallsapes: Courtship, Commercial Space and the American Teenager", Thursday, March 17..
- Daniel Hewett, Assistant Professor, Departments of Landscape and Interior Architecture, RISD, "Practice Learning Context", Tuesday, March 22.
- Dan Wheeler, FAIA, Wheeler Kerns Architects, Chicago, "Evolutions and Assemblies", Thursday, April 7.
- Jim Tolstrup, Executive Director of the High Plains Environmental Center, Lunchtime lecture, - Tuesday, April 12.
- Katrin Klingenberg, Director, Passive House Institute US, Part of the Passive House seminar sponsored by the department, April 13th.
- Claire Agre - West 8 New York, Lunchtime lecture, Thursday, April 14.
- Lars Müller, Architectural Publicist, Baden, Switzerland, "Helvetica", Co-sponsored with Graphic Design, Thursday, April 14.
- Andres Lepik, Former Curator of Contemporary Architecture at MoMA, Lunchtime Lecture, "Teaching Architecture Beyond the Desk-top Horizon", Wednesday, April 20.
- "Teaching Architecture Beyond the Desk-top Horizon", Thursday, April 21, Roundtable Discussion with Andres Lepik, Former Curator of Contemporary Architecture at MoMA.
- Alban Bessouet, Director, Acoustics department for Ove Arup, New York, presented a lecture for the Architecture Department's Environmental Control Systems class on room acoustics, April 27th, 2011.
- Thaisa Way, PhD. ASLA, Associate Professor, Landscape Architecture, Adjunct Associate Professor, Architecture, College of Built Environments, University of Washington, "Constructing History: Concept to Creation", Wednesday, April 27,
- Laura Haddad and Tom Drugan of Haddad|Drugan, Seattle, WA, "Constructing Phenomena: Concept to Creation", Thursday, April 28..
- Mark Jarzombek (MIT), Louis Caranza (Roger Williams) and Dietrich Neumann (Brown) were guest lecturers in LAEL – LE 22 Modern Architecture in spring 2011.
- Amanda Lahikainen, Brown University faculty; reader for LE22- Modern Architecture, spring 2010 & 2011. She will be teaching a seminar in fall 2011 entitled Designing MoMA.
- Tim Lund (M.Arch 2000), Tanya Kelly (MLA 2001), Patty Warren (B.Arch 1979), and Anthi Frangiadis (B.Arch 1996); "Practice at Home" - Each week RISD Alums from Architecture and Landscape Architecture visited Jim Barnes' Professional Practice class to discuss their lives after RISD; April 22, 2011.

Invited Critics:

- Tulay Atak, Cornell University, critic for Advanced Studio: Buenos Aires: Maps, Stories and Buildings; faculty, Gabriel Feld
- Julian Bonder, Roger Williams University, Wodiczko + Bonder, critic for Advanced Studio: Buenos Aires: Maps, Stories and Buildings; faculty, Gabriel Feld
- Peggy Deamer, Professor, Yale University School of Architecture, Advanced Studios: The Ephemeral and the Everlasting: the Two Faces of the Charles River, faculty, Pari Riahi; Exploring the Part-to-Whole Equation: Constructing a Montessori School; faculty, Maria Guest; and Tall Building Workshop; faculty, Jonathan Knowles; Architectural Design, 333 Roosevelt Avenue, Community Garden, faculty, Silvia Acosta, Enrique Martinez, Jason Wood, Adrienne Benz, Andrew Tower, Jawn Lim.
- David DeCelis, DCM Design, critic for Pari Riahi's Advanced Studio: The Ephemeral and the Everlasting: the Two Faces of the Charles River.
- Thomas Sheridan, critic for Transfer Studio: The Lyceum Competition, January 20, 2011:
- Velma Mitch McEwen, critic for Transfer Studio: The Lyceum Competition, January 20, 2011:

- William Haskas, Professor, NYIT, , critic for John Hartmann's WS transfer studio "The Lyceum Competition, January 20, 2011.
- Robyn Reed, Shades of Green Landscape Architecture,, critic for Nick de Pace's Travel Studio "Tiber Floods," February 11, 2011.
- Ronald Henderson, L+A Landscape Architecture
- Chelsea Limbird, Aardvarchitecture, critic for Aki Ishida's Wintersession Studio "Architectonics," February 2011.
- Andrew Liebchen, Deelux, critic for Enrique Martinez's Architectural Design studio, March 13, 2011.
- Harold Fredenburgh, Fredenburgh Wegierska-Mutin Architects, critic for Jonathan Knowles' Advanced Studio "Tall Buildings", March 24, 2011.
- Will McLoughlin, FXFowle, RISD Architecture Alumnus, critic for Advanced Studio: Detroit: Redux: faculty, Thomas Gardner and Matthew Miller
- Jean Pike, Jean Pike Studio, Spurse; Adjunct Associate Professor of Architecture, University of New Mexico; critic for Advanced Studio: Detroit: Redux: faculty, Thomas Gardner and Matthew Miller
- Cathrine Veikos, University of Pennsylvania, critic for Advanced Studio: Detroit: Redux: faculty, Thomas Gardner and Matthew Miller
- Amir Kripper, Northeastern University, Machado & Silvetti, critic for Advanced Studio: Buenos Aires: Maps, Stories and Buildings; faculty, Gabriel Feld
- Stephan Rutz, RISD Arch. Visiting Critic, Dipl. Arch ETHZ SIA, Zurich, critic for two Advanced Studios: Buenos Aires: Maps, Stories and Buildings; faculty, Gabriel Feld and Tall Building Workshop; faculty, Jonathan Knowles
- Pablo Savid, Sasaki Associates, critic for Advanced Studio: Buenos Aires: Maps, Stories and Buildings; faculty, Gabriel Feld
- Friedrich St. Florian, Friedrich St. Florian Architects, Professor Emeritus, critic for Jonathan Knowles' Advanced Studio "Tall Buildings", March 24, 2011.
- Catherine Veikos, University of Pennsylvania, Advanced Studio: Buenos Aires: Maps, Stories and Buildings; faculty, Gabriel Feld
- Judith Wolin, RISD Emerita, Advanced Studio: Buenos Aires: Maps, Stories and Buildings; faculty, Gabriel Feld
- Deborah Fennick, Fennick McCredie Architecture, Advanced Studio: The Ephemeral and the Everlasting: the Two Faces of the Charles River, faculty, Pari Riahi
- Chuck Mueller, Principia; Centerbrook Architects, Advanced Studio, Capital Center : 25 Years; faculty, James Barnes
- Sam Norod, Partner, Elkes-Manfredi Architects, Advanced Studio Capital Center : 25 Years; faculty, James Barnes
- Mohamed Sharif, SciArc, Advanced Studios: The Ephemeral and the Everlasting: the Two Faces of the Charles River, faculty, Pari Riahi
- Sandy Smith, Former Partner TRO-Jung Brannan, Boston, Advanced Studio: Capital Center : 25 Years; faculty, James Barnes
- Derek Bradford, Prof. Emeritus, RISD, Capital Center: 25 Years; faculty, James Barnes
- Associate Professor Jason Vollen, CASE, Advanced Studio Tall Building Workshop; faculty, Jonathan Knowles
- Andrew Thurlow, Thurlow Small, Advanced Studios: The Ephemeral and the Everlasting: the Two Faces of the Charles River, faculty, Pari Riahi
- Degree Project/Thesis Review
- Outside critics included: Michele Gorman, Anthi Fangiades, David Gamble, Dan Gallagher, Olga Abinader, Laura Briggs, Annie Kwon, Stuart Blazer, Peter Lynch, Hailim Suh, Jeff Klug, Mark Pasnik, Yong Huang, Sandy Isenstadt, Jesse Honsa, Anastasia Laurenzi, Uri WEgman, Kelly Wilson, Jarrod Beck, Perry Kulper, Jonathan MNassey, Ivan Shumkov, Christina West and Shayne O'Neil, among others.
- Architectural Design
- Studio: 333 Roosevelt Avenue, Sustainable Garden Community, Pawtucket Rhode Island
- Faculty: Siliva Acosta, Hansy Better, Jawn Lim, Andy Tower, Jason Wood, Enrique Martinez, Adrienne Benz

Outside critics:

- Stephanie Brown, Architect, Lab B Design
- Nathan King, Architect, Doctor of Design, Harvard University,
- Jean Pike, Artist/Architect, Jean Pike Studio, New York, NY; Adjunct Associate Professor of Architecture, University of New Mexico.
- Nina Freudenberger, Designer, Haus Design, New York, NY

- Peggy Deamer, Architect/ Associate Dean of the School of Architecture at Yale
- Attending community and Pawtucket officials:
- Robert Billington, President, Blackstone Valley Tourism Council, Pawtucket, RI
- Douglas Hadden, Dir. of Constituent Services & Communications, Pawtucket Mayor's Office
- Sharon Friedman, Director, Heritage Park, YMCA, Pawtucket, RI
- Nina Freudenberg, Owner & Principal, Haus Design, NY
- Aaron Hertzberg, Program Associate, Pawtucket Foundation, Pawtucket, RI
- Emily Jodka, New Urban Farmers, Pawtucket, RI
- Nathan King, Doctor of Design, Harvard University
- Thomas Mann, Director, Pawtucket Foundation, Pawtucket, RI
- Aaron Hertzberg, Program Associate, Pawtucket Foundation, Pawtucket, RI
- Jane Song, Director, Roosevelt Community Housing, Pawtucket, RI
- Louis Yip, Project Property Owner & Developer, Unisource International, LLC, Central Falls, RI
- Esselton McNulty, Executive Director, Greater Woonsocket YMCA, Woonsocket, RI
- Morris Nathanson, Prindcipal, Morris Nathanson Design, Pawtucket, RI

Internships:

This sampling represents only a handful of internships pursued by architecture students summer, 2011:

- Kevin Kim, AeV archietti, Rome, Italy.
- Jillian Wiedenmayer, LA Torrado Architects, Providence, RI.
- Whitney Forward, Friedrich St. Florian Architects, Providence, RI
- Nazli Ergani, 3SIX0, Providence, RI
- Michal Dzedziniewicz will be assisting with an archeological dig in the Middle East. (Details forthcoming.)
- Georgia Read, Atelier Jean Houvel, Paris, France
- Julie Sylvester, Bromley Caldari Architects, New York, NY
- Giles Holt, Sasaki Associates, Watertown, MA
- Jeanna Antle, Stempel Form PC, Architects, Virgin, UT
- Stacy Choi, PRAUD, Boston, MA
- Jihan Lew, Jones/Ginzel, New York, NY
- Sifan Cheng, East China Architecture Design and Research Institute Co. Ltd., China
- Abigail Stoner, Blue Coast Design, Inc., San Carlo, CA
- Michael Voshell, Monome, Delhi, NY
- Sama El Saket, Hashim Sarkis Architecture, Cambridge, MA
- John McCampbell, O-AT-KA Milk Products Cooperative, Batavia, NY
- Au Wai Hong, Gravity Partnership, Causeway Bay, Hong Kong
- Linda Yu, Frank Pizzurro Architecture, Interiors & Consulting, P.C.

Architecture Department 2011/2012 Annual Summary

Curricular Initiatives / Degree Changes

Advanced Standing/Graduate Program (M.Arch AS):

Graduate applicants holding a 4 year pre-professional degree in architecture from an accredited college or university, are eligible to apply for an advanced standing track (March AS) and may complete the requirements for the MArch in 2 years.

The Department has been working on new ways of learning and making architecture within the curriculum. Recent developments to be implemented in 2012-2013 include: Studio days changing to Mondays and Thursdays; introducing Architectural Projection (replacing Manual Representation); Architectural Analysis (replacing Digital Representation); Structural Analysis (replacing Materials & Methods/Statics & Strengths) and Wood Structures. On-going curriculum development will take place over a three year period.

New Courses

Event Earth: How Phenomenal Events Shape Design; Ian Armitage (As of Spring 2012)

Advanced Spatial Concepts; with Multimedia artist Kristin Jones (Spring 2012)

Interdisciplinary Initiatives / Courses

Architecture and Interior Architecture: "RISD Museum Textile Exhibition Annex in Downtown Providence" – shared Advanced Studio between Interior and Architecture. Faculty: Neil Logan and Heinrich Hermann – Spring 2012.

Architecture and Landscape Architecture; "Ecology, Site, and Design Studio" – shared Advanced Studio. Faculty: Scheri Fultineer - Spring 2012.

Architecture and HPSS: "Frameworks: International Development and Engagement"; Faculty: Elizabeth Dean Hermann - Wintersession 2012.

Travel Courses / In-Class Travel Initiatives

"Habitat and Construction in Ecuador: Design Build Studio"; an on-going project/relationship between faculty and students from RISD Architecture and the Universidad Tecnológica Equinoccial (UTE); Faculty: Olga Mesa. Wintersession, 2012.

Internships

- Adam Molinsky, working with Chinese Artist Ai WeiWei, Beijing
- Giles Holt, Sasaki Associates, MA
- Sifan Cheng, East China Architecture Design & Research Institute, Shanghai, China
- Sama El Saket, Hashim Sarkis, Architecture, Cambridge, MA
- Georgia Read, Jean Nouvel, Paris France
- Henry Zimmerman, Stempel Form, Utah
- Burce Karadas, Trio Konutlari, Turkey
- Shahab Al Bahar, RTKL, Chicago, IL

Departmental / Divisional Grants / External Funding

Kyobo Grant, received by Anne Tate and Damian White (HPSS) to teach a course in Fall 2012 called "Rethinking Green Urbanism."

Faculty Highlights

- Jim Barnes, Professor, Architecture; named Exemplary Mentor by ACE National for 2012, March 23, 2012.
- Dongwoo Yim, Lecturer, Architecture; his firm PRAUD won Honorable Mention in the ENYA Competitions in January 2012 for an Urban Farming Learning Center.
- Kyna Leski, Dept Head, Architecture; Delivered the keynote lecture on January 20th to kick off the Laskey Sophomore Design Challenge at Washington University in St. Louis, MO.
- David Tidwell, Lecturer, Architecture Designed the 50,000 sq.-ft Butler Hospital inpatient center expansion, PBN March 19-25, 2012.

Student Generated Initiatives

2012: SYMBIOSIS, BEB Gallery Wintersession series. The winning team proposed an adobe block structure called the Earth Hut. The team members for this year's project are Cynthia Chen Sculpture, Makoto Eyre Archi-

ecture and Ariana Heinzman Ceramics. The Earth Hut was on view in the BEB Gallery until Friday, March 2.

Significant Media Recognition

Design Bureau Magazine, Kyna Leski interviewed for an article, April 17, 2012.

dwel magazine (p.85); Kyna Leski, Architecture Professor and department head receives accolades from previous students in the latest issue.

The Boston Globe quoted Associate Professor Hansy Better Barraza in an article entitled "Tips for hiring a home improvement pro" April 15, 2012.

Highlights: Special Departmental and/or Divisional Projects

Architecture Symposium: Re:making Architecture. March 13 and 14, 2012. Conceptualized by Kyna Leski, Professor and Department Head. The first of three symposia, RISD's Architecture department hosted two days of broad-reaching discussion about embodied learning, global trends and the evolution of the architectural profession. Featured guests and alumni included Ken Lewis, Kevin Kelly, Eleanor Duckworth, Thomas Ewans, Richard Saul Wurman, Sung HO Kim, Elliott Washor, Ed.D., Frank R. Wilson, MD and Sebastian Ruth.

External Partnerships / Sponsored Studios

Luke Foundation Pawtucket Project, Architectural Design, Faculty Coordinator Professor Silvia Acosta.

Notable Visiting Critics / Lectures

- Re:making Architecture Symposium: Kevin Kelly, Senior Maverick at Wired Magazine; Screen Fluency; Eleanor Duckworth, Cognitive Psychologist, Educational Theorist & Constructivist Educator; Thomas Ewans, Psychoanalyst, Professor Emeritus of Philosophy, RISD; Sung Ho Kim, Architect, Educator, RISD Alumnus & Principal of Axi:Ome; Elliot Washor, School Reformer, the Founding & Co-director of Big Picture Learning; Frank R. Wilson, M.D., Neurologist, Writer & Authority on the neurological basis of hand skill; Richard Saul Wurman, Designer, Author, Pioneer of Information Architecture & Creator of TED; Sebastian Ruth, Founder and Artistic Director of Community MusicWorks.
- Jarrod Beck, Guggenheim Museum
- David Crandall, Architect and Adjunct Faculty, Parsons
- Jim Williamson, Visiting Associate Professor, Cornell University
- Bill Massie, Architect in Residence/Head of Architecture Dept., Cranbrook Academy of Art
- Peter Stempel, Architect & Principal, Stempel Form PC
- Judith Wolin and Friedrich St. Florian, Professors Emeritus, RISD.
- Nader Tehrani, Architect and Principal, NADAAA,
- Aida Miron, Instructor, The Irwin S. Chanin School of Architecture., Cooper Union
- Wu Lei, Suzhou, China PRC/China Academy of Art
- Andrew Lyon, Founding Principal, The Functionality
- Timothy Love, Associate Professor, Northeastern University & Principal, Utile
- Jonsara Ruth, Director of the MFA in Interior Design, Parsons the New School for Design; Casey Mack, Parsons, the New School for Design, Popular Architecture
- Alan Plattus, Professor of Architecture, Yale University
- Ellen Whittemore, Deputy Director at the Department of Capital Asset Management, MA.
- Giles Depardon, Architect/Principal, Ogawa/Depardon Architects, NYC.
- Skylar Tibbits and Cristina Parreno, Lecturers, MIT
- Anthony Titus, Architect/Asst Professor, Rensselaer Polytechnic Institute
- Domenico Pacifici, Brown University, Dept. of Engineering
- Sam Norod, Architect, Elkus Manfredi, Boston

List of Faculty on Sabbatical or Other Leaves

- Hansy Better, sabbatical
- Lynnette Widder, on leave to complete her PhD.

Architecture Department 2012/2013 Annual Summary

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New Courses:

- Wood Structures
Taught by Brett Schneider
- Rethinking the Canon: on the non Euro-North American Roots of Modern Architecture
Taught by guest faculty member Jorge Liernur
- Advanced Studios
Southern Strategy: a Central Library for Baton Rouge
Instructor: Warren Schwartz
- Reconnecting the City Fabric
Instructor: Friedrich St. Florian, Brown Professor Dietrich Neumann, and Yale Professor Ed Mitchell
- Interfaith Center: Chapel, Archive and Study
Instructor: Nick Winton
- Avant-Garde Doesn't Give Up
Instructor: Mikolaj Szoska
- Scales of Operation in the Waterfront: The Brooklyn Navy Yard
Instructor: Enrique Martinez
- Bigger Than a Building: Reconsidering Megaform
Instructor: Tulay Atak
- Re.con.Figurations
Instructor: Pari Riahi

Travel Courses:

The 4-D House, University of Applied Sciences Erfurt Germany
Instructors: Professors Jonathan Knowles and Laura Briggs.
Wintersession 2013

Propositions in Oaxaca, Oaxaca City, Mexico
Instructors: Professor Silvia Acosta
Wintersession 2013

Departmental/Division Grants/External Funding:

Kyobo Grant, received by Anne Tate and Damian White (HPSS) to teach a course in Fall 2012 calle "Rethinking Green Urbanism."

Faculty Highlights:

- Professors Wilbur Yoder and James Barnes were panelists in the 2012 Providence Symposium: Behind the Facade of Historic Preservation. They spoke about Industrial Preservation in Providence with RISD Grads Ralph Beckman and Cory De Boer.
- Highlights: Special Departmental and/or Divisional Projects:
- Re:Making Architecture, the department's new website designed by Assistant Professor Carl Lostritto. In addition to it being a primary resource, it chronicles current student and faculty work on a weekly basis. Visit architecture.risd.edu.

Notable Visiting Critics/Lecturers:

- Hanny Better Barraza, is hosting exhibition and panel discussion "Where are the Utopian Visionaries? Architecture of Social Change," at RISD and the Boston Society of Architects. vPresenters include Hanny Better Barraza, Peter Clegg, Jae Cha, Milton S.F. Curry, Michel Sorkin, Mabel O. Wilson, Pablo Castro and Jennifer Lee, David Gersten, Alberto Perez-Gomez, Mateo Kries, Jonathan Massey, Balkrishna

- Doshi, and Gloria Kury.
- Warren Schwartz and Angela Hyatt, "Survivor (Season 33)"
 - Fransisco Liernur, "The 'Casa Chorizo': a Typological Precedent of Modern Architectural and Urban Idea?"
 - Javier Morato, "Living's Better Than Inhabiting"
 - Susanne Blier, "Worldmap, A New Web Platform for Artists and Architects"
 - Pari Riahi, "Continuum"
 - James Wescoat, "Eight Paradises: Design of the Humayun's Tomb-Garden Complex in Mughal Delhi"
 - Amy Kulper, "Experimenting in Nature's Laboratory: Woilett-le-Duc on Mont Blanc"
 - Matias del Campo, "Sublime Bodies"
 - Stephan Rutz, "Down by Law"
 - Carl Lostritto, "Tracing Computing Culture: Pre-Digital to Post-Digital"

I.3.3. Faculty Credentials

Technology and Building. The technology and building sequence is coordinated by James Barnes and Brett Schneider and taught by two full-time and two part-time faculty, whom are all experts in their fields. In the structures/ building sequence, students will develop an intuitive understanding of structural behavior by studying various structural systems qualitatively under various loading conditions. Structural forces will be understood by tracing the loads (dead, live, wind, and seismic) through a building. They will be able to convert these loads into internal material stresses (axial, shear bending) for the purposes of proportioning members quantitatively. The relevant material sectional properties (such as moment of inertia and radius of gyration) will be learned through hands on bending and buckling experiments and later backed by quantitative analysis. In the environmental design sequence, students will study the basic concepts of human environmental comforts. Heat transfer, air movement, hydrostatics, lighting and acoustical principles will be studied in terms of their abstract physics and mathematics, through empirical benchmarking and as the basis for a design proposal that includes considerations of larger scale strategies as well as assemblies. Emphasis will be placed on the principles behind the technology, the behavioral characteristics and the qualities of the systems' operation considered in making building design decisions.

Projection and Analysis. The projection course is coordinated by Chris Bardt and is taught by two full-time and two part-time faculty members. The course introduces the beginning student to the origins, media, geometries and roles of projection drawing in the design and construction process. Students learn systems of projection drawing from direct experience, and are challenged to work both from life and to life. Subjects such as transparency, figure/ground, sciagraphy, oblique projection, surface development, volumetric intersections, spatial manipulation and analytic operations will build on the basics of orthographic and conic projection. The course involves line and tone drawing, hand drafting, computer aided drawing (AutoCAD) and computer modeling (Rhino). Likewise, analysis is continued with the same group of faculty. The course develops a student's ability to critically read and understand architecture through formal, geometric, tectonic and spatial analytic processes. Analysis acts as an intermediary between observation, expression, and understanding, offering deep insights into works of architecture. Through various conceptual and representational frameworks, the issues of mapping-layers, points of view, scale, morphology, topography and tectonics will be explored as part of a larger creative process, embracing visual imagination, communication and critique.

History and Theory. The History of Architecture course, shared between an architectural historian and an architect, with four graduate teaching assistants, introduces key ideas, forces, and techniques that have shaped world architecture through the ages prior to the modern period. The course is based on critical categories, ranging from indigenous and vernacular architecture, to technology, culture, and representation. The lectures and discussions present systems of thought, practice and organization, emphasizing both historical and global interconnectedness, and critical architectural differences and anomalies. The Modern Architecture course is also co-taught by an architectural historian and an architect, with four graduate teaching assistants. The focus is on the diverse new roles encountered by the architect in the 20th century: form maker, administrator of urban development, social theorist, and cultural interpreter. Emphasis will be placed upon the increasing interdependence of architecture and the city, and the recurrent conflicts between mind and hand, modernity and locality, expressionism and universality.

Studio Sequence. Core and degree project studios are coordinated between six to eight faculty members. The Making of Design Principles is coordinated by Professor Kyna Leski and includes five additional full-time and part-time faculty. Two interrelated aspects of design are pursued: the elements of composition and their formal, spatial, and tectonic manipulation and meanings conveyed by formal choices and transformations. Architectural Design is coordinated by Professor James Barnes and includes five additional full-time and part-time faculty. Issues of context, methodology, program and construction are explored for their possible interrelated meanings and influences on the making of architectural form. Urban Design Principles is coordinated by Professor Anne Tate and taught with five additional full-time and part-time faculty. Students confront the design of housing as a way to order social relationships and shape the public realm and attack the problems of structure, construction, and access and code compliance in the context of a complex large-scale architectural design. Finally the Degree Project sequence is coordinated by Associate Professor Hansy Better and includes up to nine full and part time faculty. Students are responsible for the preparation and completion of an independent thesis project under the supervision of a faculty advisor.

All full-time faculty members are required to pursue their own research and scholarship. Faculty often target an area of expertise in regards to teaching responsibilities, especially in their lecture or seminar courses. All full-time faculty are required to teach design studio along with their respective areas of expertise.

PART ONE(1): SECTION 4 - POLICY REVIEW

The following documents will be provided in the team room during the visit.

Studio Culture Policy

- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - o Position descriptions for all faculty and staff
 - o Rank, Tenure, & Promotion
 - o Reappointment
 - o EEO/AA
 - o Diversity (including special hiring initiatives)
 - o Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

Part Two (II).

Educational Outcomes and Curriculum

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

Realm A: Critical Thinking and Representation:

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

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

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

- Modern Architecture LE22
- World Architecture LE05
- Urban Design Principles 2108
- Degree Project Research 2197
- Degree Project 2198
- Degree Project Seminar 21XX

A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

- Studio: Design I 1003
- Studio: Design II 1004
- Studio: Spatial Dynamics I 1005
- Studio: Spatial Dynamics II 1006
- Making of Design Principles 2101
- Architectural Analysis 2142
- Architectural Design 2102
- Urban Design Principles 2108
- Advanced Studio 21ST
- Degree Project Research 2197
- Degree Project 2198
- Degree Project Seminar 21XX

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

- Studio: Drawing I 1001
- Studio: Drawing II 1002
- Architectural Projection 2141
- Architectural Analysis 2142
- Architectural Design 2102
- Advanced Studio 21ST
- Degree Project Research 2197
- Degree Project 2198
- Degree Project Seminar 21XX

A.4 Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

- Structural Analysis 2152
- Environmental Design I 2156
- Steel Structures 2154

Environmental Design II 2158
 Integrated Building Systems 2178
 Professional Internship 2199
 Principles of Professional Practice 2191

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

Architectural Analysis 2142
 Architectural Design 2102
 Urban Design Principles 2108
 Environmental Design I 2156
 Degree Project Research 2197
 Degree Project 2198
 Degree Project Seminar 21XX
 Integrated Building Systems 2178

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

Making of Design Principles 2101
 Architectural Design 2102
 Urban Design Principles 2108
 Environmental Design I 2156
 Environmental Design II 2158
 Degree Project 2198

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

Architectural Analysis 2142
 World Architecture LE05
 Modern Architecture LE22
 Urban Design Principles 2108
 Environmental Design I 2156
 Degree Project Research 2197
 Degree Project 2198
 Degree Project Seminar 21XX
 Integrated Building Systems 2178

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

Making of Design Principles 2101
 Architectural Projection 2141
 Architectural Analysis 2142
 Architectural Design 2102

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

World Architecture LE05
 Modern Architecture LE22
 Degree Project Research 2197
 Degree Project 2198
 Degree Project Seminar 21XX

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

- Architectural Analysis 2142
- World Architecture LE05
- Urban Design Principles 2108
- Degree Project Research 2197
- Degree Project 2198
- Degree Project Seminar 21XX
- Principles of Professional Practice 2191

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

- Urban Design Principles 2108
- Advanced Studios 21ST
- Degree Project Seminars 21XX
- Degree Project Research 2197
- Degree Project 2198

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

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

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

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

- Making of Design Principles 2101
- Architectural Design 2102
- Urban Design Principles 2108
- Degree Project Research 2197
- Integrated Building Systems 2178
- Principles of Professional Practice 2191

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

- Architectural Design 2102
- Urban Design Principles 2108
- Principles of Professional Practice 2191
- Integrated Building Systems 2178

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

- Architectural Design 2102
- Wood Structures 2153
- Advanced Studio 21ST
- Environmental Design I 2156
- Environmental Design II 2158
- Integrated Building Systems 2178
- Urban Design Principles 2108
- Materials and Methods 2151

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

Architectural Design 2102
Advanced Studio 21ST
Urban Design Principles 2108
Environmental Design I 2156
Environmental Design II 2158

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

Architectural Design 2102
Urban Design Principles 2108
Principles of Professional Practice 2191
Integrated Building Systems 2178

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

- o A.2. *Design Thinking Skills*
- o A.4. *Technical Documentation*
- o A.5. *Investigative Skills*
- o A.8. *Ordering Systems*
- o A.9. *Historical Traditions and Global Culture*
- o B.2. *Accessibility*
- o B.3. *Sustainability*
- o B.4. *Site Design*
- o B.5. *Life Safety*
- o B.8. *Environmental Systems*
- o B.9. *Structural Systems*

Integrated Building Systems 2178
Degree Project 2198
Advanced Studios 21ST

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

Wood Structures 2153
Steel Structures 2154
Concrete Structures 2155
Integrated Building Systems 2178
Principles of Professional Practice 2191

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

Environmental Design I 2156,
Environmental Design II 2158
Integrated Building Systems 2178

B. 9 Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Architectural Analysis 2142
Structural Analysis 2152
Wood Structures 2153
Steel Structures 2154
Concrete Structures 2155
Statics and Strengths 2152
Wood and Steel 2154

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

- Wood Structures 2153
- Steel Structures 2154
- Concrete Structures 2155
- Environmental Design I 2156
- Degree Project Seminar 21XX
- Integrated Building Systems 2178

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

- Making of Design Principles 2101
- Urban Design Principles 2108
- Environmental Design I 2156
- Environmental Design II 2158
- Integrated Building Systems 2178

B. 12. Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

- Architectural Analysis 2142
- Structural Analysis 2152
- Wood Structures 2153
- Steel Structures 2154
- Concrete Structures 2155
- Environmental Design I 2156
- Integrated Building Systems 2178
- Statics and Strengths 2152
- Wood and Steel 2154

Realm C: Leadership and Practice:

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

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

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

- Architectural Design 2102
- Urban Design Principles 2108
- Professional Internship 2199
- Environmental Design II 2158
- Integrated Building Systems 2178
- Advanced Studio 21ST

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

- World Architecture LE05
- Urban Design Principles 2108
- Environmental Design I 2156
- Degree Project Seminar 21XX

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

Architectural Analysis 2142
 Advanced Studio 21ST
 Urban Design Principles 2108
 Professional Internship 2199
 Degree Project Seminar 21XX
 Principles of Professional Practice 2191

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

Professional Internship 2199
 Integrated Building Systems 2178
 Principles of Professional Practice 2191

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

Professional Internship 2199
 Principles of Professional Practice 2191

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

Professional Internship 2199
 Principles of Professional Practice 2191
 Advanced Studios 21ST

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

Professional Practice 2191
 Professional internship 2199

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

Urban Design Principles 2108
 Professional Internship 2199
 Principles of Professional Practice 2191

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

World Architecture LE05
 Modern Architecture LE22
 Advanced Studio 21ST
 Urban Design Principles 2108
 Environmental Design I 2156
 Principles of Professional Practice 2191

BACHELOR OF ARCHITECTURE

Courses	REALM A: Critical Thinking																																REALM B: Integrated Building Systems												REALM C: Leadership and Practice																																																			
	Number																																Name																																																															
	A1.	A2.	A3.	A4.	A5.	A6.	A7.	A8.	A9.	A10.	A11	B1.	B2.	B3.	B4.	B5.	B6.	B7.	B8.	B9.	B10.	B11.	B12.	C1.	C2.	C3.	C4.	C5.	C6.	C7.	C8.																																																																	
FOUND-1001 Studio: Drawing I	1																																																																																															
FOUND-1002 Studio: Drawing II	1																																																																																															
FOUND-1003 Studio: Design I	1	1																																																																																														
FOUND-1004 Studio: Design II	1	1																																																																																														
FOUND-1005 Studio: Spatial Dynamics I	1	1																																																																																														
FOUND-1006 Studio: Spatial Dynamics II	1	1																																																																																														
E101 Literature Seminar: Design in Words									1	1																																																																																						
H101 History of Art + Visual Culture									1	1																																																																																						
H102 History of Art + Visual Culture II									1	1																																																																																						
S101 Topics in History, Philosophy and Social Sci.									1	1																																																																																						
ARCH-2101 Making of Dugh Principles	1	1				1		1				1	1		2	1					1																																																																											
ARCH-2102 Architectural Design	1	1				1		1				1	1		2	1																																																																																
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ARCH-2108 Urban Design Principles	1	2									1	1	2	1	1	1																																																																																
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ARCH-2151 Advanced Studio	1	2									1																																																																																					
ARCH-2198 Degree Project	1	2									1																																																																																					
ARCH-2197 Degree Project Research	1	2									1																																																																																					
ARCH-2311 DP Seminar: Digital Media	1	2									1																																																																																					
ARCH-2188 DP Seminar: The Design of Cities	1	2									1																																																																																					
ARCH-2121 DP Seminar: Ways of Making	1	2									1																																																																																					
ARCH-2175 DP Seminar:Reading the City	1	2									1																																																																																					
ARCH-2182 DP Seminar:The Making of Things	1	2									1																																																																																					
ARCH-2178 Integrated Building Systems	1	2									1																																																																																					
ARCH-2191 Principles of Professional Practice	1	2									1																																																																																					
ARCH-2181 Materials & Methods																																																																																																
ARCH-2152 Statistics & Strength of Materials																																																																																																
ARCH-2154 Wood & Steel																																																																																																
ARCH-2155 Concrete & Masonry																																																																																																
ARCH-2156 Pre-2011 Titles																																																																																																

Pre-2011 Titles

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REV. BRIAN J. SHANLEY, O.R. (2015)
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May 31, 2013

Dr. John Maeda
President
Rhode Island School of Design
4th Floor
20 Washington Place
Providence, RI 02903

Dear President Maeda:

Enclosed please find the documentation you requested regarding the accreditation status of Rhode Island School of Design.

Sincerely,

Patricia O'Brien, SND

POB/srh

Enclosure

cc: Lazaro Pavon

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Providence College

May 31, 2013

TO WHOM IT MAY CONCERN:

This is to certify that Rhode Island School of Design is accredited by the New England Association of Schools and Colleges and has been continuously since 1949.

Following a comprehensive evaluation in Spring 2006 the Commission on Institutions of Higher Education, on September 22, 2006 continued Rhode Island School of Design in accreditation and scheduled the next comprehensive evaluation for Spring 2016.

Questions about the accreditation status of Rhode Island School of Design should be directed to the offices of the Commission on Institutions of Higher Education.

Patricia O'Brien, SND
Deputy Director of the Commission

POB/srh

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II.2.2. PROFESSIONAL DEGREES AND CURRICULUM

RISD is a school where students learn through making. This Studio method of learning is used as the basis in all areas of the curriculum, integrating problem solving and hands on probing, critiquing, testing and then reiterating. The courses are arranged so that students are asked to not only absorb and regurgitate information, but to manipulate, reiterate, test, innovate, experiment, construct, deconstruct and reassemble that information and to create new knowledge.

All undergraduates at RISD begin with a year of Foundation Studios, which teach the fundamentals of artistic representation and inquiry across various practices and media. Second-year undergraduates and entering graduate students begin their studies in architecture in three coordinated core studios. This three-semester sequence engages students in the conscious construction of design practice at multiple scales, and progressively introduces issues of form, construction, scale, space, program, and context. These studios are at the heart of the department's approach to architecture and do much to distinguish RISD from other schools. By the sequence's end, undergraduates and graduates with highly diverse backgrounds, skill sets, and design experience have melded into a cohesive group with a remarkable sense of camaraderie.

In the first semester, Design Principles introduces the fundamentals, value, and processes of architectural design, focused on the creation of the artifact, abstracted largely from contingencies to allow the study of behaviors inherent to performance, structure, material, light and spatial boundary.

In the second semester, Architectural Design focuses on the relationships intrinsic to architecture, through the introduction of program, building systems and site constraints. Group work supports the students' visceral understanding of scale, labor, delegation, and construction. In the third semester, Urban Design focuses on housing as the material for forming the urban realm. This term introduces the social and historical development of the city, along with issues of politics, equity, access, demographics, environment and regulation. Most of all it looks at the city as a designed cultural artifact.

The support courses of the core curriculum are arranged in three areas; Analysis/Projection, History/Theory, and Building/Technologies.

Analysis/Projection integrates digital technology. The sequence comprises two required courses in a student's first year. These classes include lecture style presentations and studio time. Assignments are arranged to interact productively with concurrent core studios. Additional courses are offered as electives for upper level students.

The History /Theory sequence comprises two required courses World Architecture and Modern Architecture with additional offerings in the department, in Liberal Arts and at Brown University's Architectural History Department. World Architecture offers a global overview of how architecture has evolved. While sweeping in scope it is focussed through case studies, allowing students to look deeply at specific moments in architectural history to understand how a single work of architecture was created out of a given time and place. Modern Architecture takes the same approach providing students with a fundamental understanding of the Modernism as an international movement. Both courses follow a similar format with weekly lectures, followed by smaller seminar like discussion groups. Assignments involve looking deeply at individual historical works, frequently deconstructing or re-presenting them as a hands-on way to understand the generative forces of the work. All students are required to take a theory seminar as part of their Degree Project preparation. These vary topically each year but all provide an opportunity to investigate how to construct an argument through architectural design.

The Building/Technology sequence is comprised of seven required courses. These have been organized to focus on how buildings are constructed rather than on a single element of structure or material. Following an introduction to Structural Analysis, the sequence investigates building systems by principles material: Wood Structures, Steel Structures and Concrete Structures. This approach allows students to relate the material directly to their design studios. Two courses in Environmental Design add in building systems and focus deeply on sustainable design. The Integrated Building Systems is the capstone course that puts it all together, asking students to analyse and then create design with developed details and fully integrated building systems. These courses include lab time for material experimentation, consistent with our goal of learning through making. Bachelor of Architecture

Bachelor of Architecture

BArch Transfer Pre-Professional
BArch Pre-Professional + 30 Credits

(3.2 Year Curriculum)
(5 Year Curriculum)

Master of Architecture

MArch Pre-professional
MArch AS Pre-Professional + 69 Credits

(3.2 Year Curriculum)
(2 Year Curriculum)

Overarching School/Program Curricular Framework: Credits per Semester = 15

The academic year at Rhode Island School of Design consists of two thirteen week semesters, and a five week Wintersession term. The minimum credit hours for graduate and undergraduate students is 12 credit hours per semester. Every degree program student is required to enroll in at least one 3-credit Wintersession course elective during each Wintersession period. No more than 6 credits are permitted during this term. The maximum number of credit hours per semester is 15 credits, which translates to one 6-credit design studio and three 3-credit required courses per semester.

Overarching Framework of Degree Tracks: Relationship of Bachelor and Master Programs

For undergraduates, the professional Bachelor of Architecture degree is usually completed in five years of study. However, students have the option to leave the program after four years of study after completing 42 credits in liberal arts in order to earn the Bachelor of Fine Arts degree. The BArch degree requires 30 credits and additional year of study beyond the BFA requirement. Architecture students pursue the BFA and the professional baccalaureate simultaneously and receive both degrees at the end of the fifth year.

The Master of Architecture degree programs are considered 3.2-year programs. Three-year students join the class of two-year students after completing the summer session in Foundation Studies, at which time two-year and three-year students' curriculum is generally the same. Summer foundation studies is required of those students who need additional visual education prior to beginning their architectural studies at RISD.

The Architecture department has maintained a commitment to a shared curriculum between BArch and MArch students. They sit side by side in studios, work on group projects in courses and mutually support each others' learning. The undergraduates bring with them a strong visual and conceptual background from the year in Foundation Studies and the graduate students contribute their diverse undergraduate experiences and often some professional knowledge as well. Undergraduate students have more requirements in Liberal Arts but most of the architectural requirements are the same. In courses like World Architecture and Modern Architecture, they all attend the same lectures but the seminar discussions include graduate only sections. Many graduate students come with an undergraduate degree in architecture or related studies and they can pass out of some required courses. This gives them the opportunity to shape a more individualized program, utilizing resources of the department and across the school. The Division of Graduate Studies offers interdisciplinary graduate seminars.

Overarching Framework of Degree Tracks: Transfer and Advanced Standing Tracks

Bachelor of Architecture transfer students fulfill the Foundation Studies 18-credit requirement by transfer of credit from another institution or by completion of the RISD Summer Foundation Studies Program (9-credits) along with transfer of credit. Transfer credit is awarded on a basis of credits earned at a regionally accredited college or university and approved for transfer by the Department Head. For studio credit, the course must also be considered equivalent in subject matter to professional/non-major electives offered or approved by RISD. Credits earned at institutions outside the United States are evaluated on a case-by-case basis, taking into account all the factors deemed necessary including appropriate national recognition of institutional quality.

Graduate applicants holding a four year pre-professional degree in architecture from an accredited college or university, are eligible to apply for an advanced standing track (MArch AS) and if accepted may complete the requirements for the MArch in two years. Acceptance to the advanced standing track is determined at time of admission and is at the sole discretion of the admissions committee. The MArch AS course of study follows the 2nd and 3rd year course of study of the MArch program. Students in the MArch AS track must complete a minimum of 69 credits for graduation.

(pre 2011) **BARCH 5 YEAR PROGRAM**
[Foundation Studies]

FIRST YEAR		FALL	WINTERSESSION		SPRING	
15 Credits	3	1005 Studio: Spatial Dynamics	3	* Nonmajor Studio Elective	3	1005 Studio: Spatial Dynamics
	3	1003 Studio: Design	3	* Lib Arts Elective	3	1003 Studio: Design
	3	1001 Studio: Drawing			3	1001Studio: Drawing
	3	Literature Seminar: Design in			3	* Lib Arts Elective
	3	* Lib Arts Elective			3	* Lib Arts Elective
		6 Credits			15 Credits	First Year Total Credits: 36
SECOND YEAR		FALL	WINTERSESSION		SPRING	
15 Credits	6	2101 Studio: Design Principles	3	* Nonmajor Studio Elective	6	2102 Studio: Architectural Design
	3	2141 Manual Representation			3	2142 Digital Representation
	3	LE05 World Architecture			3	LE22 Modern Architecture
	3	2152 Materials and Methods			3	2153 Statics & Strength
			3 Credits		15 Credits	Second Year Total Credits: 33
THIRD YEAR		FALL	WINTERSESSION		SPRING	
15 Credits	6	2108 Studio: Urban Design	3	* Department Elective	6	21ST Studio: Advanced Studio
	3	2154 Wood & Steel			3	2155 Concrete & Masonry
	3	* Lib Arts Elective			3	* Nonmajor Studio Elective
	3	* Lib Arts Elective			3	* Lib Arts Elective
			3 Credits		15 Credits	Third Year Total Credits: 33
FOURTH YEAR		FALL	WINTERSESSION		SPRING	
15 Credits	6	21ST Studio: Advanced Studio	3	* Nonmajor Studio Elective	6	21ST Studio: Advanced Studio
	3	2165 Environmental Design I	3	* Lib Arts Elective	3	2158 Environmental Design II
	3	* Lib Arts Elective			3	* Lib Arts Elective
	3	* Lib Arts Elective			3	* Lib Arts Elective
			6 Credits		15 Credits	Fourth Year Total Credits: 36
FIFTH YEAR		FALL	WINTERSESSION		SPRING	
15 Credits	6	**21ST Studio: Advanced Studio	3	2197 Degree Project Research	6	2198 Degree Project
	3	2311 Degree Project Seminar			3	2191 Principles of Professional
	3	2178 Integrated Building			3	* Lib Arts Elective
	3	* Lib Arts Elective				
			3 Credits		12 Credits	Fifth Year Total Credits: 30

(post 2011) **BARCH 5 YEAR PROGRAM**
[Foundation Studies]

FIRST YEAR		FALL	WINTERSESSION		SPRING	
3	1005 Studio: Spatial Dynamics	3	* Nonmajor Studio Elective	3	1005 Studio: Spatial Dynamics	
3	1003 Studio: Design	3	* Lib Arts Elective	3	1003 Studio: Design	
3	1001 Studio: Drawing			3	1001Studio: Drawing	
3	Literature Seminar: Design in			3	* Lib Arts Elective	
3	* Lib Arts Elective			3	* Lib Arts Elective	
15 Credits		6 Credits		15 Credits	First Year Total Credits: 36	
SECOND YEAR		FALL	WINTERSESSION		SPRING	
6	2101 Studio: The Makingof	3	* Nonmajor Studio Elective	6	2102 Studio: Architectural Design	
3	2141 Architectural Projection			3	2142 Architectural Analysis	
3	LE05 World Architecture			3	LE22 Modern Architecture	
3	2152 Structural Analysis			3	2153 Wood Structures	
15 Credits		3 Credits		15 Credits	Second Year Total Credits: 33	
THIRD YEAR		FALL	WINTERSESSION		SPRING	
6	2108 Studio: Urban Design	3	* Department Elective	6	21ST Studio: Advanced Studio	
3	2154 Steel Structures			3	2155 Concrete Structures	
3	* Lib Arts Elective			3	* Nonmajor Studio Elective	
3	* Lib Arts Elective			3	* Lib Arts Elective	
15 Credits		3 Credits		15 Credits	Third Year Total Credits: 33	
FOURTH YEAR		FALL	WINTERSESSION		SPRING	
6	21ST Studio: Advanced Studio	3	* Nonmajor Studio Elective	6	21ST Studio: Advanced Studio	
3	2165 Environmental Design I	3	* Lib Arts Elective	3	2158 Environmental Design II	
3	* Lib Arts Elective			3	* Lib Arts Elective	
3	* Lib Arts Elective			3	* Lib Arts Elective	
15 Credits		6 Credits		15 Credits	Fourth Year Total Credits: 36	
FIFTH YEAR		FALL	WINTERSESSION		SPRING	
6	**21ST Studio: Advanced Studio	3	2197 Degree Project Research	6	2198 Degree Project	
3	2311 Degree Project Seminar			3	2191 Principles of Professional	
3	2178 Integrated Building			3	* Lib Arts Elective	
3	* Lib Arts Elective					
15 Credits		3 Credits		12 Credits	Fifth Year Total Credits: 30	

* Electives: Minimum credits	
Nonmajor Studio Electives	12
Liberal Arts Electives	42
Department Elective	3

** There are only 3 required Advanced Studios for Architecture. Students can take them consecutively starting Spring of 3rd year, or they can skip any of the semesters as long as all three studios are fulfilled by the end of Fall 5th year.

(pre 2011) BARCH TRAFER PROGRAM

SUMMER			
9 Credits	9	Summer Foundation Studies	Summer Total Credits: 9
FIRST YEAR	FALL	WINTERSESSION	SPRING
15 Credits	6 2101 Studio: The Making of 3 2152 Materials and Methods 3 2141 Manual Representation 3 LE05 World Architecture	3 * Lib Arts Elective 3 Credits	15 Credits 6 2102 Studio: Architectural Design 3 2153 Statics and Strength 3 2142 Digital Representation 3 LE22 Modern Architecture First Year Total Credits: 33
SECOND YEAR	FALL	WINTERSESSION	SPRING
15 Credits	6 2108 Studio: Urban Design 3 2165 Environmental Design I 3 2154 Wood & Steel 3 * Lib Arts Elective	6 Studio: Advanced Design Studio 6 Credits	15 Credits 6 21ST Studio: Advanced Studio 3 2158 Environmental Design II 3 2155 Concrete & Masonry 3 * Lib Arts Elective Second Year Total Credits: 36
THIRD YEAR	FALL	WINTERSESSION	SPRING
15 Credits	6 21ST Studio: Advanced Studio 3 2311 Degree Project Seminar 3 2178 Integrated Building 3 * Nonmajor Studio Elective	3 * Lib Arts Elective 3 Credits	12 Credits 6 2198 Degree Project 3 2191 Principles of Professional 3 * Lib Arts Elective Third Year Total Credits: 30

(post 2011) BARCH TRAFER PROGRAM

SUMMER			
9 Credits	9	Summer Foundation Studies	Summer Total Credits: 9
FIRST YEAR	FALL	WINTERSESSION	SPRING
15 Credits	6 2101 Studio: The Making of 3 2152 Structural Analysis 3 2141 Architectural Projection 3 LE05 World Architecture	3 * Lib Arts Elective 3 Credits	15 Credits 6 2102 Studio: Architectural Design 3 2153 Wood Structures 3 2142 Architectural Analysis 3 LE22 Modern Architecture First Year Total Credits: 33
SECOND YEAR	FALL	WINTERSESSION	SPRING
15 Credits	6 2108 Studio: Urban Design 3 2165 Environmental Design I 3 2154 Steel Structures 3 * Lib Arts Elective	6 Studio: Advanced Design Studio 6 Credits	15 Credits 6 21ST Studio: Advanced Studio 3 2158 Environmental Design II 3 2155 Concrete Structures 3 * Lib Arts Elective Second Year Total Credits: 36
THIRD YEAR	FALL	WINTERSESSION	SPRING
15 Credits	6 21ST Studio: Advanced Studio 3 2311 Degree Project Seminar 3 2178 Integrated Building 3 * Nonmajor Studio Elective	3 * Lib Arts Elective 3 Credits	12 Credits 6 2198 Degree Project 3 2191 Principles of Professional 3 * Lib Arts Elective Third Year Total Credits: 30

* Electives: Minimum credits	
Nonmajor Studio Electives	12
Liberal Arts Electives	42
Department Elective	3

(pre 2011) **MARCH 3 YEAR PROGRAM**

SUMMER	
9 Summer Foundation Studies	
9 Credits	Summer Total Credits: 9

FIRST YEAR	FALL	WINTERSESSION	SPRING
6 2101 Studio: Design Principles 3 2151 Materials and Methods of 3 2141 Manual Representation 3 LE05 World Architecture 15 Credits	3 * Lib Arts Elective 3 Credits		6 2102 Studio: Architectural Design 3 2152 Statics & Strength of 3 2142 Digital Representation 3 LE22 Modern Architecture 15 Credits First Year Total Credits: 33

SECOND YEAR	FALL	WINTERSESSION	SPRING
6 2108 Studio: Urban Design 3 2156 Environmental Design I 3 2154 Wood & Steel 3 * Nonmajor Studio Elective 15 Credits	6 Advanced Design Studio 6 Credits		6 21ST Studio: Advanced Studio 3 2158 Environmental Design II 3 2155 Concrete & Masonry 3 * Department Elective 15 Credits Second Year Total Credits: 36

THIRD YEAR	FALL	WINTERSESSION	SPRING
6 21ST Studio: Advanced Studio 3 2121 Degree Project Seminar 3 2178 Integrated Building 3 * Lib Arts Elective 15 Credits	3 * Lib Arts Elective 3 Credits		6 2198 Degree Project 3 2191 Principles of Professional 3 * Lib Arts Elective 12 Credits Third Year Total Credits: 30

(post 2011) **MARCH 3 YEAR PROGRAM**

SUMMER	
9 Summer Foundation Studies	
9 Credits	Summer Total Credits: 9

FIRST YEAR	FALL	WINTERSESSION	SPRING
6 2101 Studio: Making of Design 3 2151 Structural Analysis 3 2141 Architectural Projection 3 LE05 World Architecture 15 Credits	3 * Lib Arts Elective 3 Credits		6 2102 Studio: Architectural Design 3 2152 Wood Structures 3 2142 Architectural Analysis 3 LE22 Modern Architecture 15 Credits First Year Total Credits: 33

SECOND YEAR	FALL	WINTERSESSION	SPRING
6 2108 Studio: Urban Design 3 2156 Environmental Design I 3 2154 Steel Structures 3 * Nonmajor Studio Elective 15 Credits	6 Advanced Design Studio 6 Credits		6 21ST Studio: Advanced Studio 3 2158 Environmental Design II 3 2155 Concrete Structures 3 * Department Elective 15 Credits Second Year Total Credits: 36

THIRD YEAR	FALL	WINTERSESSION	SPRING
6 21ST Studio: Advanced Studio 3 2121 Degree Project Seminar 3 2178 Integrated Building 3 * Lib Arts Elective 15 Credits	3 * Lib Arts Elective 3 Credits		6 2198 Degree Project 3 2191 Principles of Professional 3 * Lib Arts Elective 12 Credits Third Year Total Credits: 30

* Electives: Minimum credits	
Nonmajor Studio Electives	3
Liberal Arts Electives	9
Department Elective	3

(pre 2011) MARCH ADV. STG. PRGM

FIRST YEAR		WINTERSESSION		SPRING	
FALL					
6	2101 Studio: Design Principles	3	* Lib Arts Elective	6	2102 Studio: Architectural Design
3	2151 Materials and Methods of			3	2152 Statics & Strength of
3	2141 Manual Representation			3	2142 Digital Representation
3	LE05 World Architecture			3	LE22 Modern Architecture
15 Credits		3 Credits		15 Credits	First Year Total Credits: 33
SECOND YEAR		WINTERSESSION		SPRING	
FALL					
6	2108 Studio: Urban Design	6	Advanced Design Studio	6	21ST Studio: Advanced Studio
3	2156 Environmental Design I			3	2158 Environmental Design II
3	2154 Wood & Steel			3	2155 Concrete & Masonry
3	* Nonmajor Studio Elective			3	* Department Elective
15 Credits		6 Credits		15 Credits	Second Year Total Credits: 36
THIRD YEAR		WINTERSESSION		SPRING	
FALL					
6	21ST Studio: Advanced Studio	3	* Lib Arts Elective	6	2198 Degree Project
3	2121 Degree Project Seminar			3	2191 Principles of Professional
3	2178 Integrated Building			3	* Lib Arts Elective
3	* Lib Arts Elective				
15 Credits		3 Credits		12 Credits	Third Year Total Credits: 30

(post 2011) MARCH ADV. STG. PRGM

FIRST YEAR		WINTERSESSION		SPRING	
FALL					
6	2101 Studio: Design Principles	3	* Lib Arts Elective	6	2102 Studio: Architectural Design
3	2151 Structural Analysis			3	2152 Wood Structures
3	2141 Architectural Projection			3	2142 Architectural Analysis
3	LE05 World Architecture			3	LE22 Modern Architecture
15 Credits		3 Credits		15 Credits	First Year Total Credits: 33
SECOND YEAR		WINTERSESSION		SPRING	
FALL					
6	2108 Studio: Urban Design	6	Advanced Design Studio	6	21ST Studio: Advanced Studio
3	2156 Environmental Design I			3	2158 Environmental Design II
3	2154 Steel Structures			3	2155 Concrete Structures
3	* Nonmajor Studio Elective			3	* Department Elective
15 Credits		6 Credits		15 Credits	Second Year Total Credits: 36
THIRD YEAR		WINTERSESSION		SPRING	
FALL					
6	21ST Studio: Advanced Studio	3	* Lib Arts Elective	6	2198 Degree Project
3	2121 Degree Project Seminar			3	2191 Principles of Professional
3	2178 Integrated Building			3	* Lib Arts Elective
3	* Lib Arts Elective				
15 Credits		3 Credits		12 Credits	Third Year Total Credits: 30

Summer Foundations: Waived

* Electives: Minimum credits	
Nonmajor Studio Electives	3
Liberal Arts Electives	9
Department Elective	3

Off-Campus Programs

European Honors Program (EHP)

EHP enables a limited number of eligible students to undertake a supervised, but largely independent study program centered in Rome, Italy during their study at RISD. EHP offers an option to choose one of two sessions; each session consisting of a twenty week program in Rome, either August to December, or January to June. Candidacy for the program is competitive and requires application to the EHP Committee in Providence during the spring term of the year preceding both sessions. In order to participate, students accepted to EHP must have completed their sophomore year and have a 3.00 or better cumulative GPA. Participants in EHP earn 18-credit hours. The session begins with a structured twelve week block during which EHP students receive 12 credits, 3-credit HVAC, 3-credit LAEL and 6-credit studio.

Mobility Program -

RISD degree candidates interested in the comparative experience offered by other schools of architecture during their tenure at RISD can consider the Mobility Program (a semester-long program). RISD participates in the Mobility Program of the Association of Independent Colleges of Art and Design (AICAD). TK-CHECK THIS STATEMENT. Mobility schools are located within the USA and Canada. Few architecture students participate in the Mobility Program.

International Exchange

International Exchange is open to all RISD degree candidates, giving them a unique foreign opportunity. The program currently includes more than forty participating schools located in more than twenty countries. Students may apply at least one semester in advance and have a cumulative GPA of 3.00 or higher.

Other Programs

Brown/RISD Dual Degree

The first class of the Brown/RISD Dual Degree students began in Fall 2008. The program is open to new freshman who have been admitted to both RISD and Brown, and who have applied and been accepted to the Dual Degree Program through the regular admissions process. Current students, readmits and new transfer students are not eligible. A comprehensive handbook for students in the Program is available at: <http://risd.brown.edu/handbook/>.

Brown Course Offerings

The offerings of the Department rely on numerous connections with other areas of the school. All students in the Department are expected to have an education in the fundamentals of the visual arts provided by the Division of Foundation Studies and nurtured through contact with the fine arts and design throughout their education.

Undergraduates are also required to fulfill distributional requirements in non-major studio electives in all three Departments: English, Art History, and History, Philosophy, and Social Science, in the Division of Liberal Arts. Particularly important is the relationship among the "Three Architectures" (Architecture, Interior and Landscape) that have common courses and studios, and share a variety of activities and undertakings.

Brown University also provides a vast array of elective offering through cross- registration. A joint degree program between RISD and Brown will facilitate this interaction for a select number of students, and is providing a framework for increasing exchange between the schools. In the last few years, RISD architecture students have taken courses at Brown in Public Art: History, Theory and Practice, Radical Media in the Department of Modern Culture and Media, Hybrid Art in the Department of Visual Art, and Design of Civil Engineering Structures to name a few. Special collaborative efforts between the Department and specific programs at Brown—notably Architectural Studies, Civil Engineering, Environmental Studies and Environmental Science—serve to expand the course offerings in both schools, and have proven an excellent compliment to the Department's expertise in sustainability, systems analysis and structures.

Independent Study Projects (ISP) and Collaborative Study Projects (CSP)

Independent Study Projects allow students to complete a supervised project for credit in a specific area of interest to supplement the established curriculum. The project requires independent study but also includes tutorial supervision; its purpose is to meet individual student needs by providing an alternative to regularly offered courses. A Collaborative Study Project allows two students to work collaboratively to complete a faculty supervised project of independent study. Usually, a CSP is supervised by two faculty members, but with approval it may be supervised by one faculty member.

Sophomore and above with an accumulative GPA of 3.00 or above may register for a particular ISP/CSP by requesting the assistance of a faculty member with appropriate interests and competencies to serve as a tutor. With the consent and assistance of the faculty member, as student should prepare a proposal and application for the work to be accomplished. Each ISP/CSP may receive three credits. A total of nine credits of Independent Study work may be credited toward and four- or five- year undergraduate degree. ISPs are available in the Fall, Wintersession and Spring but may not be taken over the Summer.

Interdisciplinary Study Option (ISO)

The purpose of ISO is to permit students to augment their study in their major discipline in a meaningful way. Undergraduate students with approved study plans apply credits earned outside their major department toward their major requirement by substituting those ISO credits for an equal number of credits normally earned in their home department. Between three and twelve credits may be counted for major credit. This option is open to juniors with a cumulative GPA of 3.50 or higher. Applicants must submit a proposal in writing stating the reasons for his/her major studies will be enhanced by study in another discipline.

Internships

Internships are permitted in the Fall, Spring, Wintersession and Summer for three credits. Undergraduates are eligible to take a Fall, Spring or Wintersession internship once they have successfully completed their freshman year and may take their first summer internship after their sophomore year. Undergraduates may take a maximum of six internship credits toward their degree. Graduate students may take a maximum of three internship credits toward their degree, except where exceeded by departmental requirements. Internships taken over the Summer for three credits will be included in the cumulative credit count for the upcoming year.

II.2.3 Curriculum Review, Development, and Assessment

The Department of Architecture maintains a sequence of monthly faculty meetings. These meetings address issues ranging from curriculum to physical resources and support for students and faculty. The core curriculum in the Architecture Department is created and managed by the full-time faculty. Each member takes responsibility for a segment of the program. The full-time faculty reviews the development of new courses, assists in the completion of forms required for curriculum course creation and change at the college level, presents the proposed changes at college curriculum committee meetings, and participates in long-term planning and assessment. Major changes are conceived and approved through discussion in faculty meetings and include the input of part-time faculty. When useful, a subcommittee of the faculty will meet to refine proposals for changes and present them for discussion to the full group. This is how recent adjustments to the curriculum were developed.

The development and review of curriculum takes place between individual faculty, program coordinators and department administrators. Long-range planning and program assessment takes place during the same monthly faculty meetings. The full-time faculty organizes curricular development through a rotating coordinator position that follows curriculum areas: Studio Culture, Analysis and Projection, History and Theory, Building and Technologies, Core Studios and Thesis.

Seminar and Program Coordinators:

Studio Culture – Gabriel Feld
Analysis and Projection – Christopher Bardt
History and Theory – Peter Tagiuri
Building and Technologies – Brett Schneider

Studio Coordinators:

Design Principles – Kyna Leski
Architectural Design – James Barnes
Urban Design Principles – Anne Tate
Degree Project – Hansy Better

As important as the monthly meetings, the faculty reviews student's evaluations of both the instructor's performance and of the course content. The instructors themselves initiate their own improvements based upon these evaluations. The Department Head and Division Deans, as a part of the contractually mandated evaluation process for full-time faculty and for the assessment of part-time faculty, also review student evaluations.

The NAAB visit of 2008 initiated an extensive self-assessment through faculty meetings and discussions. By 2010-2011 this process led to weekly, instead of monthly, meetings of the full-time faculty. The Re: Making Architecture symposium and follow up discussions with faculty and students provided more grounding for evaluating of our pedagogy. At the same time, we were shaping and being shaped by the goals of the strategic plan. The faculty began a review of the curriculum, making initial adjustments of the technology curriculum and changes to the history sequence in response to the NAAB visiting report. In the academic year 2010-2011, we undertook a longer term planning effort to reconsider our teaching goals and methods. Weekly meetings of the full-time faculty supplemented regular monthly meetings. These were characterized by in-depth, collegial discussions of our mission, about what makes a RISD architecture education valuable and distinctive, and how we would like the program to evolve. We met in subcommittees based on areas of the curriculum and resources, then made decisions as a larger group. We came to conclusions about steps to improve the content, structure and schedule of course offerings in all major areas of the curriculum.

At this point, we are ready to evaluate the effectiveness of the changes we have made to date and to work on developing the next steps our evolution. Finally, an Advisory Board will be initiated in the fall of 2013 to meet with faculty and school administrators on a semi-annual basis. The goals and actions of our long range planning are outlined in I.1.4.

II.3 Evaluation of Preparatory/Pre-professional Education

Student Progress Evaluation Procedures

Evaluation of a Pre-Professional Degree. Graduate applicants holding a four-year pre-professional degree in architecture from an accredited college or university, are eligible to apply for an advanced standing track (MArch AS) and if accepted, may complete the requirements for the MArch in 2 years. Acceptance to the advanced standing track is determined at the time of admission and is at the sole discretion of the admissions committee. The MArch AS course of study follows the second and third year course of study of the MArch program. Students in the MArch AS track must complete a minimum of 69 credits for graduation.

These applicants should have completed at least two semesters of 6 credit studios in architecture and, in the view of the admission committee, demonstrate a high degree of design proficiency, the equivalent to two semesters of graduate level studio work. In addition applicants must have completed 24 credits, or equivalent, of architecture courses including 18 credits of architectural technology (including structures and environmental control systems), architectural history, construction or architectural drawing. Another 6 credits of undergraduate coursework would be credited for a total of 42 credits. A minimum grade of C is required for any course counted towards advanced standing. Successful advanced standing track applicants typically complete their degree requirements in two years.

Evaluation of a Pre-Professional Education. NAAB does not evaluate previous undergraduate work of incoming AS students. However, it requires an evaluation process and demands that standards be in place to assess undergraduate work which is used to meet Student Performance Criteria (SPC) of the NAAB. Each incoming accepted AS student will prepare a dossier including syllabi, course handouts, catalogue descriptions transcripts, and work samples (reproduced) for each of the courses used to fulfill AS requirement. Dossiers are to be reviewed/signed off by coordinator/professor of each relevant area of curriculum and SPC. The Graduate Program Director with assistance from the department office, completes reports to be placed in each student's file. Students will be notified in writing of any deficiencies they will need to address in the following 2-years before first day of classes. The registrar is copied/coordinated with evaluations and any changes in graduation requirements.

II.4. Public Information

<http://www.risd.edu/academics/departments/Architecture/Undergraduate/Accreditation/>
<http://www.risd.edu/academics/departments/Architecture/Graduate/Accreditation/>

II.4.1. Statement on NAAB-Accredited Degrees

<http://www.risd.edu/academics/departments/Architecture/Undergraduate/Accreditation/>
<http://www.risd.edu/academics/departments/Architecture/Graduate/Accreditation/>

II.4.2. Access to NAAB Conditions and Procedures

<http://www.risd.edu/academics/departments/Architecture/Undergraduate/Accreditation/>
<http://www.risd.edu/academics/departments/Architecture/Graduate/Accreditation/>

II.4.3. Access to Career Development Information

<http://www.risd.edu/academics/departments/Architecture/Undergraduate/Accreditation/>
<http://www.risd.edu/academics/departments/Architecture/Graduate/Accreditation/>

II.4.4. Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the Department of Architecture has made the following documents available to the public:

- N.A.A.B. Annual Reports
- N.A.A.B. Responses to the Annual Report
- Final decision letter from the NAAB, 2008
- Architecture Program Report, 2007
- Visiting Team Report from 2008, including attachments and addenda

These documents are available upon request from the Department of Architecture Office, Bayard Ewing Building (BEB) 231 South Main Street, Providence, RI 02903. They are stored in a clearly labeled and easily accessible filing cabinet in the office.

II.4.5. ARE Pass Rates

<http://www.risd.edu/academics/departments/Architecture/Undergraduate/Accreditation/>
<http://www.risd.edu/academics/departments/Architecture/Graduate/Accreditation/>

The APR must include a list of the URLs for the web pages on which the documents and resources described throughout Part II: Section 4 are available. In the event, documents and resources are not available electronically, the program must document how they are stored and made available to students, faculty, staff, parents, and the general public.

PART THREE (III): PROGRESS SINCE LAST VISIT

III.3.1 Summary of Responses to the Team Findings

Since the 2008 visit, under the leadership of both Lynnette Widder and Kyna Leski, the department has been able to move forward in important ways. The administration of the school has changed with a new President, John Maeda, now in his second term. Provost Rosanne Somerson brings to the job a deep knowledge of the institution having been a RISD student, faculty member, Department Head and Associate Provost, before being selected in an international search to lead the school. In 2012, Pradeep Sharma was selected from a broad international pool of outstanding candidates to lead the Division of Architecture and Design. Laura Briggs was selected by the faculty to be Department Head in 2013. As the leadership team stabilized, we have been able to make plans for the next phase of the architecture program and to advance the strategic plan for the college.

The first moves in response to the last accreditation visit were to address the deficits identified in the Visiting Team Report: Studio Culture, Western and Non-Western Traditions and Accessibility. At the same time, we worked to strengthen the areas of concern: Social Equity, Physical Resources, Architectural History and Human Diversity. We quickly moved on to add to our strengths through focusing on the curricula of material making and critical thinking.

Responses To Conditions Not Met

3.5 - Studio Culture. In response to the critique of the Visiting Team Report, the Department of Architecture established a committee of students and faculty to develop a document that sets guidelines for a healthy and productive studio culture. This document is distributed to every student each fall and is posted online and in the studio spaces. (See Section I.1.2 for the complete document) Additionally, each semester a regular faculty meeting is used to brief faculty on the necessity and importance of encouraging a strong studio culture at RISD. The concept of such a document was brought to the strategic planning sub-committee on Life at/after RISD, where it was considered as a model for the entire institution. This is an example of how accreditation, our self-study, and the department are contributing to the college at large.

Besides issuing policy clarifications, we have made substantial changes in the scheduling of studios. These reflect our belief that creativity is nurtured through rest and reflection as well as concentrated effort. New studio hours, two afternoons from 1- 6, give students more time in the mornings to work on their assignments, and promote more focused and intense work during studio periods. We have switched studio days to Monday and Thursday from Tuesday/Thursday, stretching out the time between studio meetings to create a more effective balance between instructional time and self-directed work. So far this seems to be working well for students and faculty. In addition, we have adjusted building access to encourage a healthy studio culture. To discourage all-nighters, the Architecture Department's building (BEB) is no longer open at all hours. Access is restricted fall and spring semesters between the hours of 2:00 AM and 7:00 AM during the week and 2:00 AM to 8:00 AM on weekends. Only during the final two weeks of each semester, in preparation for final reviews, are students given 24-hour access. During the Winter-session, the Department adheres to access restrictions designated school-wide. The schedule has also been adjusted to accommodate other teaching goals, creating longer blocks of time for the technical courses, allowing them to include a workshop component along with lectures each day. This approach better reflects the focus of the architectural education at RISD of learning through making and integrates better with the studio sequences.

13.8 Western Traditions and 13.9 Non-Western Traditions. We made changes to our curricular structure that insures that each student will be conversant with pre-modern Western traditions and Non-Western traditions in architecture. World Architecture is co-taught by Architecture's Professor Peter Tagiuri and Mallica Kumbera-Landrus from the Department of History of Art and Visual Culture. This new required course covers the canon of architectural history from its origins in the Western and Non-Western contexts through the Eighteenth Century by considering a series of case studies. The course is required of all students, and introduces the History/Theory curriculum.

13.14 Accessibility. The means and methods of accommodating the guidelines for architectural accessibility as outlined in the Americans with Disability Act are taught emphatically in the third semester of our core studios, 'Urban Design Principles'. Since the last visit, the format of the third semester of core studios has been reformat- ted to develop a consistent shared program, syllabus and review schedule. Last year, we began using Boston as a site for analysis and major projects of the studio. The sites varied across sections in order to expose students to a wider range of urban conditions and issues. Programs varied from site to site, but all included major public

functions along with multi-family housing. For the reviews, students produce accessible apartments and a fully accessible public realm. Accessibility, code requirements and zoning are all integral parts of the teaching agenda, with specific lectures addressing each topic. For several years we have partnered with the Institute for Human Centered Design (one of the premier design and advocacy groups for accessibility issues) for more complete integration of the issues. Josh Safdie, a RISD graduate, now the Director of the design studio at IHCD, taught one of the sections in 2012. For the fall semester 2013, Josh is helping develop our core curriculum with a focus on designing for a full range of physical capabilities. He is developing a prepared lecture series for the ADA which he will test this fall in UDP. He will also provide critics from IHCD for key reviews. We have also been able to bring wheelchairs into the studio for students to gain personal experience with the challenge of navigating through the environment in a chair. We expect all RISD graduates to have conceptual and formal command of the architectural implications of ADA accessibility, with sensitivity to access issues that go beyond ADA.

Response To Causes Of Concern

Social Equity. The period since the last NAAB visit has been one of institution-wide efforts to address the challenge of building a diverse community in an elite school of art and design. A Diversity Task Force was convened, recommendations made and new policies adopted. Specific outreach efforts have been underway for several years now and they are beginning to bear fruit in the student body. President Maeda has been successful in increasing scholarship funding for the college and we have increased the assistantships for our graduate students in particular. Department faculty have participated in portfolio review days across the country and identified potential applicants from underrepresented groups in order for the Admissions department to effectively reach them. Applicants from underrepresented groups gaining admission were offered increased fellowship funding, ranging from \$10,000 to \$24,000 per annum. Finally, need-based assistantships were made widely available to enrolled students in the department.

Physical Resources. We have improved our lecture space, Room 106, in the BEB. The faculty contributed substantial amounts of creativity and commitment to make this happen. The new room is considered to be a great improvement. Plans for renovating the lowest floor of the building into a shared workshop floor are on hold pending the outcomes of the campus master plan, but that effort will likely be renewed this year. Working with RISD's Office of Facilities Management, the Department has conducted an ambitious program of energy and envelope audits of the buildings on campus. This effort is an integral part of the new curriculum in the required two-semester Environmental Control Systems sequence. Students are required to complete building surveys and assessments, create energy benchmarks and report to Facilities Management on strategies for greater energy efficiency in building systems and envelopes. Equipment provided through the generous financial support of the head of Facilities Management, Jack Silva, includes digital remote sensors (Hobos) for measuring humidity and temperature, infrared temperature guns for measuring thermal transmission in building envelope and protractors for calculating sun loads and shadings diurnally and seasonally. These kits will be used to complete a comprehensive survey of the campus. The consultants creating the campus master plan will use this information.

Architectural History. The concerns voiced in this area have been addressed through changes in the history curriculum in both World Architecture and Modern Architecture. The World Architecture course, co-taught by an architectural historian and an architect, introduces key ideas, forces, and techniques that have shaped world architecture through the ages prior to the modern period. The course is based on critical categories, ranging from indigenous and vernacular architecture, to technology, culture, and representation. The lectures and discussions present systems of thought, practice and organization, emphasizing both historical and global interconnectedness, and critical architectural differences and anomalies. Each is presented through case studies accompanied by relevant texts. The Modern Architecture course focuses on the diverse new roles encountered by the architect in the 20th century: form-maker, administrator of urban development, social theorist, cultural interpreter, and ideologue. Emphasis is placed upon the increasing interdependence of architecture and the city, and the recurrent conflicts between mind and hand, modernity and locality, expressionism and universality. In addition, we are promoting exchanges with Brown's groWwing Architectural History Program.

Human Diversity. World Architecture focuses on the development of architecture around the world, highlighting different cultural approaches to the human condition. In the Core studio sequence, lectures given by Josh Safdie of the Institute for Human Centered Design (IHCD), focus on “Design for Everyone”, broadening the definitions of accessible architecture. Elective seminars and studios supplement these core efforts. In addition, students in our advance studio and degree project sequence regularly engage foreign countries and cities for cultural and theoretical explorations. Examples include:

Alyssa Saltzgaber:	“Tower of Muses” Germany (Studio Critic: Jonathan Knowles)
Erin Hunter:	“Belfast, at the Crossroads” Ireland (Thesis Advisor: Brian Goldberg)
Eugenia Yu:	“Elder Dorm and Hotel Project” Switzerland (Studio Critic: Chris Bardt)
Christina Danton:	“The Enculturation of Infrastructure” Laos (Thesis Advisor, Jonathan Knowles)

Other Changes since 2008: In the years following the last NAAB visit, the faculty undertook a multi-year project of reassessment and redesign of the curricula, beginning with the history courses, then proceeding to the technologies and the drawing sequence. In addition we continue to develop and refine the core studios and the Degree Project. As part of this assessment the courses Materials and Methods of Construction (ARCH-2151) and Statics and Strengths of Materials (ARCH-2152) have been combined to launch a technology sequence that begins with Structural Analysis (ARCH-2152, followed in subsequent semesters of Wood Structures (ARCH-2153), Steel Structures (ARCH-215X) and then Concrete Structures ARCH 2155). This approach better reflects the focus of the architectural education at RISD with a clear linkage of theory to material and empirical practice and will integrate better with the studio sequences. These courses have been changed in form as well as content, with time added to the lecture periods for building laboratories. Also part of the curricular redesign involves the integration of hand drawing and computation. “Architectural Projection” (ARCH-2141) and “Architectural Analysis” (ARCH-2142) replace Manual Representation (formerly ARCH 2141) and Digital Representation (formerly ARCH-2142). Architectural Projection emphasizes the generative role of drawing and visualization while challenging students to work between computational and empirically rooted processes. Architectural Analysis similarly teaches analytical thinking through drawing without segregating digital and manual representations.

III.3.2 Summary Of Responses To Changes In the NAAB Conditions

The changes to the NAAB conditions include the upgrading of two conditions from demonstrating understanding to demonstrating ability:

B3 - Sustainability
B5 - Life safety

And the addition of two new conditions:

C.1 – Collaboration: Ability to work in collaboration with others in multidisciplinary teams to successfully complete design projects.

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

The changes in the NAAB Conditions have not, in and of themselves, caused us to redirect our curriculum. Instead we continue to incorporate these issues into our program.

Sustainability: Consistent with our belief that understanding comes through doing, we have put sustainability at the center of Integrated Building Systems (IBS), and many studio and seminar offerings. In addition, the required courses in Environmental Design focus heavily on sustainable design including a program for auditing RISD’s campus buildings and making proposals for increasing their efficiency. Also, RISD was selected to participate in the 2014 Solar Decathlon Europe competition.

A pilot concentration in Nature Culture and Sustainability Studies was formed to approach issues of climate change and social justice through the lens of cultural studies. It collects courses across the college and adds two new seminars for the concentration cohort. There are currently 14 architecture students in the program. The course catalog for NCSS also provides all students with a quick search for courses focused on sustainability and social justice. A few examples are:

Positions and Practice: History and Theory of Humanitarian Design
Introduction to Environmental Sociology
History and the Natural Environment
Rethinking Green Urbanism
The Philosophy of Food
Refugees, Migrants, Displaced Peoples

Life Safety: has been made more explicit in Architectural Design (AD) and Urban Design Principles (UDP) core studio exercises, along with accessibility.

Collaboration: is a regular part of the experience in core studios, and technical courses. The urban analysis project in UDP is a primary example as is the teamwork common in Integrated Building Systems. In addition, most design studios have team exercises, from sharing research, building models and collaboration on design. Creating opportunities to work directly with other disciplines has been more difficult but is an increasing priority for the program. Upper level studios are often interdisciplinary and open to students in landscape architecture, interior architecture, and Industrial design, affording students the opportunity to share perspectives and appreciate the alternative viewpoints.

Community and Social Responsibility: This is a major focus that runs through many of the elective studios and courses in different ways, ranging with studios offered on reviving inner cities to development in the third world. Seminars, like "Rethinking Green Urbanism", focus on social justice as well as environmental design. In the core curriculum, these issues are made instrumental most explicitly in the UDP studio. The program of urban housing allows us to discuss social relations and questions of urban neighborhoods, inequalities and expectations. Some years the housing program is directly about affordability and supportive services. Every year, the issues of large-scale housing projects in urban communities are the focus. The urban analysis assignment involves studying the spatial dimension of demographics including race and income across the city and reviewing access to transit, jobs and services. Students are asked to consider the needs of their site community when proposing additional programs for their projects.

Investigating pedagogy: In the Spring of 2012, we held a two-day symposium entitled Re:MAKING Architecture. The symposium examined new models of teaching and learning across a range of artistic and scientific disciplines. This helped us to locate the Architecture program relative to the distinct RISD approach to teaching and within contemporary debates about pedagogy. The discussions during this event contributed to an intensity of the ongoing assessment of our curriculum.

Rhode Island School of Design
School of Architecture

2014 APR

Architecture Program Report for the 2014 National Architectural Accrediting Board Visit for Continuing Accreditation

Bachelor of Architecture [156 Credits]
Master of Architecture [111 Credits]

VOLUME 2

Year of the Previous Visit: 2008
Current Term of Accreditation: Six-year term

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2013

PART FOUR (IV): SUPPLEMENTAL INFORMATION

IV.4.1 Course Descriptions

NOTE: Only Primary and secondary SPC are included in the following course descriptions for each required course. On the SPC matrices (II.1) additional tertiary SPC are noted for some required courses.

Number & Title of Course: ARCH 2101, The Making of Design Principles, 6 credits

Course Description: This core studio explores two interrelated aspects of design: the elements of composition and their formal, spatial, and tectonic manipulation and meanings conveyed by formal choices and transformations.

Course Goals & Objectives:

- Students will explore all forms of visual communication from freehand drawing through building information modeling software.
- Students will learn presentation skills to be used throughout their academic careers.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 6. Fundamental Design
- A. 8. Ordering Systems Skills
- B. 1. Pre-Design

Topical Outline:

Attendance and Preparedness	(25%)
Completion of Assignments	(75%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Fall 2011, annually
Fall 2012, annually

Faculty assigned:

Kyna Leski	(F/T)
Carl Lostritto	(F/T)
Gabriel Feld	(F/T)
Johnathan Knowles	(F/T)
Elizabeth Hermann	(F/T)
Adi Toledano	(P/T)
Olga Mesa	(P/T)
Tulay Atak	(P/T)
Anastasia Congdon	(P/T)
Aaron Brode	(P/T)

Number & Title of Course: ARCH 2102, Architectural Design, 6 credits

Course Description: This core studio further develops principles of design through projects involving actual sites with their concomitant physical and historic-cultural conditions.

Course Goals & Objectives:

- The objective of the course is the synthesis of enclosure, structure, circulation and program into a complete architecture project. There are four problem themes that will guide your investigations – air, earth, light and movement.
- The architecture of air posits that the first architecture was the canopy, lightweight and portable. Gottfried Semper wrote that textiles were the first enclosures and led to the development of architectural tectonics – the processes of construction imbedded in the act of making.
- Finally, movement introduces function as a driver of design – the ideas of program and architecture typology. A program sets the relations between the interior and the exterior, site and construction, and organizes sequences of movement.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A. 6. Fundamental Design Skills
- B. 1. Pre-Design
- B. 2. Accessibility
- B. 3. Sustainability
- B. 4. Site Design
- B. 5. Life Safety
- C. 1. Collaboration

Topical Outline:

Attendance and Preparedness	(25%)
Completion of Assignments	(75%)

Prerequisites:

ARCH 2101

Textbooks/Learning Resources:

Textbook not required. Suggested Readings.

Offered:

Spring 2013, annually
Spring 2012, annually

Faculty assigned:

Hansy Better	(F/T)
Silvia Acosta	(F/T)
Johnathan Knowles	(F/T)
James Barnes	(F/T)
Jason Wood	(P/T)
Elizabeth Ghiseline	(P/T)
Thomas Gardner	(P/T)
Anastasia Congdon	(P/T)
Manuel Cordero	(P/T)
Andrew Tower	(P/T)
Adrienne Benz	(P/T)

Number & Title of Course: ARCH 2108, Urban Design Principles, 6 Credits

Course Description: Introduces students to the city as a designed environment, giving them tools to work through impressions, analysis and design operations.

Course Goals & Objectives:

- The organization of private and public space (and programs) over a broad range
- of scales, from the scale of the individual dwelling to that of the city.
- The organization and design of interdependent indoor/outdoor/landscape relationships.
- The organization and design of interdependent, multi-story, multiple dwellings.
- The organization and design of common circulation (entry and egress, single- and double-loaded corridors, stairs and elevators, etc.) including accessibility as an important component.
- The organization and design of common infrastructure (party walls, structural spine, building façade, common building technology, etc.)

Student Performance Criterion:

- | | |
|----------------------------|---|
| A. 5. Investigative Skills | B. 4. Site Design |
| A. 6. Fundamental Design | B. 5. Life Safety |
| A. 7. Use of Precedents | C. 1. Collaboration |
| A.10. Cultural Diversity | C. 2. Human Behavior |
| A.11. Applied Research | C. 3. Client Role in Architecture |
| B. 1. Pre-Design | C. 8. Ethic and Professional Judgment |
| B. 2. Accessibility | C. 9. Community and Social Responsibility |

Topical Outline:

- | | |
|---------------------------------------|-------|
| Completion of requirements | (20%) |
| Quality of craft | (20%) |
| Working process | (20%) |
| Transformation of concepts | (20%) |
| Communication and presentation skills | (20%) |

Prerequisites:

ARCH 2101, ARCH 2102

Textbooks/Learning Resources:

No Textbook requirement. Suggested readings.

Offered:

Fall 2011, annually
Fall 2012, annually

Faculty assigned:

- | | |
|-------------------|-------|
| Anne Tate | (F/T) |
| Christopher Bardt | (F/T) |
| Jim Barnes | (F/T) |
| Silvia Acosta | (F/T) |
| Peter Tagiuri | (F/T) |
| Hansy Better | (F/T) |
| Anastasia Congdon | (P/T) |
| Almin Prisc | (P/T) |
| John Safdie | (P/T) |

Number & Title of Course: ARCH 21ST, Advanced Studio, Brain Institute, 6 Credits

Course Description: This studio will explore the brain; through direct experiments and demonstrations, analogous modeling and presentations by prominent brain researchers.

Course Goals & Objectives:

- Based on investigations made by the students, each student will design a new Brown Institute for Brain Science (BIBS) reimagining architectural possibilities for cooperation, public and research interaction, and organized collaboration within a dense program of research laboratories, clinical and teaching facilities and conference center.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Spring 2013

Faculty assigned:

Christopher Bardt (F/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Light, Ambient Energy and Inflection Points, 6 Credits

Course Description: The pursuit will be alchemic; to organize materials in a manner that gathers the super Labundant energy of the sun to enliven space and blur boundaries between nature, subject and artifact.

Course Goals & Objectives:

- Choose from a list of inventors and artists across history.
- Explore the solar research and projects developed by each individual. Study how the system works through models or drawing. Include the light movement.
- Find out about the physical and cultural context in which these projects were situated and the public reaction.
- Present & Explain how the system works. Describe what you have learned. Medium: Digital presentation with 3d models.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Spring 2012, annually

Faculty assigned:

Laura Briggs (F/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Southern Strategy: A Central Library for Baton Rouge, 6 Credits

Course Description: In the early twenty-first century with the developments in digital technology, the traditional notion of a library as a storage place of books is being redefined.

Course Goals & Objectives:

- In the alluvial valley of the lower Mississippi River, the water and land are in dynamic play. The sudden swelling of the river makes apparent the constant changes in nature.
- From satellite photography, we can see the energetic flows of the earth and also human impact. With advances in technology, we have the ability to zoom in and out and think about design both laterally and through multiple scales from the global to the local and to the molecular.
- In this course we will look at the desire of a community to collect and gather across a series of perspectives, from the unit to the complex, from the room to the city, and in so doing, work with the dynamic determinates of nature and culture.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Fall 2012

Faculty assigned:

Laura Briggs	(F/T)
Warren Schwartz	(P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio: Land Use Planning: Reconnecting the City, 6 Credits

Course Description: This urban design course will focus on the area in downtown Providence (mainly the so called "Jewelry" or "Knowledge District") left empty by the removal of the former I-195 highway structure.

Course Goals & Objectives:

- One approach examines the city as a series of distinct physical spaces and generally operates by establishing typological standards and identifies and constructs significant and iconic public spaces – streets, squares, and parks.
- This establishes the grammar of city making to construct a comprehensible fabric.
- The second approach is concerned with the city as a technical object that organizes time – the operational aspects of the city - as well as space.
- This method envisions the city as the performance of both large and small scale infrastructures that support the operative vitality of the city.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Fall 2012

Faculty assigned:

Dietrich Newmann	(P/T)
Edward Mitchell	(P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio: Breaking Ground, 6 Credits

Course Description: This studio will look at developing an individual approach in designing a building complex for an institution devoted to visual, literary, landscape and performing artists.

Course Goals & Objectives:

- The studio invites initiatives informed by individual approaches to the making of architecture and promotes integration between material research and design solutions.
- Participants are to conduct their own architectural explorations and application of ideas through the given vehicles of site, program and material.
- Degree Project candidates may use this opportunity as a way to define and make visible personal interests and values pertaining to architectural production.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Fall 2011

Faculty Assigned:

Silvia Acosta (F/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Seasonal Variations: A New Art Campus in Rockport, Maine, 6 Credits

Course Description: This studio proposes to bring together two major arts organizations with year-round programming in a vibrant campus environment in a new town center.

Course Goals & Objectives:

- Students will have the opportunity to work directly with the site owners and developers, the directors of the arts organizations and local officials. We will go to the site for a long weekend charrette.
- The studio will have the chance to influence and inspire the project as it evolves.
- Each student will be asked to select a piece of the program and design a building to a high level of resolution and detail.
- A focus will be on high performance design and a celebratory response to the climate variations.
- As the designs evolve and have an impact on the surroundings, we will reconsider the town center plan as needed.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- Drawing and other representational techniques (60%)
- Presentation skills (40%)

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Spring 2013

Faculty assigned:

Anne Tate (F/T)
David Pollak (P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Image and Reality, 6 Credits

Course Description: This studio aims to create a form of architecture which enhances nature for human perception and experience.

Course Goals & Objectives:

- Students are asked to confront and produce (and combine) questions, techniques, methods, and products that are new to them and new to the discipline.
- Process and product will be subject to rigorous critique.
- Students will continually be asked to operate at their “highest level of craft and intellectual acuity to date”– while simultaneously inviting the questioning of individual as well as collective conventions and defaults.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Spring 2012

Faculty assigned:

Halim Suh (P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Landscapes of Return, 6 Credits

Course Description: This studio explores new forms for marking the presence of the dead. The focus is on strategies that engage larger landscapes.

Course Goals & Objectives:

- The intent is to understand the presence of the past in the larger landscapes through which we move on a cyclical basis.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- Drawing and other representational techniques (60%)
- Presentation skills (40%)

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Fall 2011

Faculty assigned:

Scheri Fultineer (F/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Tall Building, 6 Credits

Course Description: The studio explores the design possibilities and limitations inherent in tall buildings and potential uses of programs including office, residential, retail and public uses.

Course Goals & Objectives:

- Explore the newly emerging tall building typology that combines office, residential, and public uses through the design of an architecturally inventive building.
- Draw inspiration from the potentialities of the program and the reciprocity between the building and its surrounding context.
- Introduce and further student knowledge of the complex systems, multiple disciplines, advanced technologies, and varied interests associated with tall buildings; under the guiding hand of the architect, these factors are an instrumental part of the design process and, layer-by-layer at each stage of a project, often provide the spur that forms the basis of creative invention.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Spring 2012

Faculty assigned:

Jack Ryan	(P/T)
Kenneth Lewis	(P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Bigger than a Building: Recon. Megaform in Istanbul, 6 Credits

Course Description: This studio considers the notion of megaform as a way to critically respond to megaprojects and regional development.

Course Goals & Objectives:

- Introduce the students to issues of design at large scale.
- Consider architecture's role in culture by introducing the issues of architecture in a developing city like Istanbul.
- Understand urban development through architecture.
- Understand the city and infrastructure by considering different components and agents of urban form.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Fall 2012

Faculty assigned:

Tulay Atak (P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, On Foundations and Substructures,
6 Credits

Course Description: This studio delves into the technical premises involved with the performance of foundation systems and examine the significance of their consequent interstitial cavities.

Course Goals & Objectives:

- To develop empirical models and prototypes.
- To understand the inner workings of building loads, the behavior of the contiguous earth materials and overlying topography.
- To investigate and resolve questions about the capacity of the human body to occupy such environments.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Fall 2011

Faculty assigned:

Nicola DePace (P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio: Re-imagining the Many Scales of Wine, 6 Credits

Course Description: Intersecting the scales of architecture, landscape, product, and graphic design, the studio investigation seeks to demonstrate the capacity of architectural form-making to transform space and captivate the imagination.

Course Goals & Objectives:

- Intertwining various scales through a design sensibility.
- Addressing open fields while searching for interiority and containment.
- Responding to existing things.
- Including the elements of the program and notions of repetition + accumulations.
- Finding artistic possibilities.
- Exploring materiality.
- Working ideas through image-making and composition.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Spring 2013

Faculty assigned:

Silvia Acosta (F/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Scales of Operation in the Waterfront: Brooklyn Navy Yard, 6 Credits

Course Description: The context for this studio is NYC's ongoing efforts to redefine the future of its waterfront as a quality public asset and activator for economic development.

Course Goals & Objectives:

- Our studio will be an opportunity to envision new possibilities for the area.
- The nature of this exercise demands a sensitivity to all the scales of operation present in the city –urban, architectural, public/civic space, etc.- as well as the political, social, environmental and economic conditions under which the Yard is today attempting to redefine its future and its place in Brooklyn as well as its influence at the local, regional and global levels.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Fall 2012

Faculty assigned:

Enrique Martinez (P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Havana: Maps, Stories and Buildings,
6 Credits

Course Description: This studio looks at the fundamental condition of architecture: the relation between the physical and cultural nature of artifacts.

Course Goals & Objectives:

- To cross the boundary between reading/writing about and incorporating that language into the design of a building.
- To articulate arguments for the design of buildings that deliberately responds to and seeks inspiration from those “readings.”

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Spring 2012

Faculty assigned:

Gabriel Feld (F/T)

Number & Title of Course: ARCH 21ST, Advanced Studio: Avant-garde Doesn't Give up: Arch & Cinema, 6 Credits

Course Description: This is an advanced studio course aimed at exploring the legacy of the historical avant-garde in the context of architecture and 4D time-based medium.

Course Goals & Objectives:

- In the first part of the semester we will work with the movie image.
- Through a series of short introductory assignments students will learn about principles of animation, different film forms, mise-en-scène, cinematography, working with time, movement, sound and editing.
- Issues related to architecture and urban politics will become our subject. Later, students will expand on those experiments by working with space directly.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Fall 2012

Faculty assigned:

Mikolaj Szoska (P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Computational Drawing, 6 Credits

Course Description: This studio explores the role of computation as medium for thinking and making, avoiding the treatment of the computer as a tool to help solve defined problems.

Course Goals & Objectives:

- Objectives As an advanced studio, this course aims to convolve a research agenda with an educational agenda. Students are asked to confront and produce (and combine) questions, techniques, methods, and products that are new to them and new to the discipline.
- Process and product will be subject to rigorous critique. This studio will rely on and leverage the foundational education—students will continually be asked to operate at their “highest level of craft and intellectual acuity to date”—while simultaneously inviting the a questioning of individual as well as collective conventions and defaults.
- This studio will include technical instruction and an inquiry into the “topic” of computation, but technique will be presented concurrently with concept. As has been the case throughout the foundational core of this curriculum, thinking and making will be seen as indistinguishable.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

Drawing and other representational techniques	(60%)
Presentation skills	(40%)

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Spring 2013

Faculty assigned:

Carl Lostritto (F/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Land Use Planning: Reconnecting the City Fabric, 6 Credits

Course Description: The Textiles Museum Annex proposes an extension of the existing museum to be built on 100 Washington Street in Downtown Providence.

Course Goals & Objectives:

- The Textiles Museum Annex proposes an extension of the existing museum to be built on 100 Washington, a building that is 200 feet long and only 12 feet wide.
- The unconventional dimensions, along with the historical and urbanistic implications of this abandoned building, poses an interesting challenge.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Spring 2012

Faculty assigned:

Neil Logan	(P/T)
Heinrich Hermann	(P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Reinventing the Arcade, 6 Credits

Course Description: This design studio will propose a framework for the rebirth of the Arcade in a new context.

Course Goals & Objectives:

- Students from both departments will work in teams of two.
- One student from ARCH and one student from INTAR, their collaboration will be holistic.
- Key to the success of the new Arcade Center will be the seamless integration of the historic structure into the assembly of new buildings.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Fall 2011

Faculty assigned:

Friedrich St. Florian (P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio: Waterfront Revival: Fall River, MA,
6 Credits

Course Description: A major initiative is taking place in Fall River to reinvent the quality and character that existed during the 'heyday' of the Cities Mill District and Waterfront life.

Course Goals & Objectives:

- Precise technical innovations that advance the state of the art
- Planning decisions about the location and role of the remaining Mill facilities in the community.
- Curricular investigations in environmental stewardship and how the community itself can serve as a development tool.
- Inclusive processes for community engagement.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Fall 2011

Faculty assigned:

Wilbur Yoder (F/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Providence Train Station, 6 Credits

Course Description: In this studio “Program and Infrastructure” become principle drivers in form-making with urban public transportation serving as our source of inquiry.

Course Goals & Objectives:

- A new Providence transportation precinct will serve as our generator, providing infrastructure elements with program complexity.
- The location of the existing AMTRAK station will be the locus of the work.
- The present rail alignment will remain, but otherwise the entire area from Providence Place Mall to Canal St. will be the site for a transportation interchange and related urban activities.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Spring 2012

Faculty assigned:

James Barnes (F/T)

Number & Title of Course: ARCH 21ST, Advanced Studio, Retrofitting Foreclosure: the Trial of Empty Castles, 6 Credits

Course Description: This studio establishes the links between the two exhibitions and their matters of concern.

Course Goals & Objectives:

- The goal of the studio is to provide students with the necessary tools to build collective intelligence from the project site, and to develop design concepts from a reality of pre-existing structures and historic architectural references that have been abstracted into actor-network drawings of controversy.
- The ultimate aim is for students to develop projects that are typologically, structurally and organizationally innovative, capitalizing on the latent potential of the existing environment.
- Design strategies will result in projects that will analyze and understand the urban scale.
- That analysis will then inform the nature of the architecture project to be developed, which could range from modular systems of habitation, to the design of industrialized prefabricated devices.
- An architectural vision for the future of these currently derelict neighborhoods is at stake.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Spring 2013

Faculty assigned:

Belen Moneo (P/T)

Number & Title of Course: ARCH 21ST, Advanced Studio: Interfaith Center: Chapel, Archive and Study, 6 Credits

Course Description: This studio focusses on the complexities and opportunities posed by the design of three interrelated theological functions within a singular building complex.

Course Goals & Objectives:

- The primary goal of the studio is to engage the design process in order to arrive at a compelling and rigorous architectural proposal.
- The site is the property currently occupied by the Urban Environmental Lab adjacent to the Walk, a developing urban "micro green" at the center of the Brown University campus.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A.11. Applied Research
- B. 4. Site Design
- B. 6. Comprehensive Design
- C. 6. Leadership

Topical Outline:

- | | |
|---|-------|
| Drawing and other representational techniques | (60%) |
| Presentation skills | (40%) |

Prerequisites:

ARCH 2101, ARCH 2102, ARCH 2108

Textbooks/Learning Resources:

None required. Suggested Readings.

Offered:

Fall 2012

Faculty assigned:

Nick Winton (P/T)

Number & Title of Course: ARCH 2141, Architectural Projection, 3 Credits

Course Description: This course introduces the beginning student to projection drawing. The course is not a “drafting” course although precise drawings, are required as part of the work. The course introduces systems of drawing from direct experience and indirect computational operation. Seeing will be framed as an operation in and of itself and representation will be couple with making. Subjects such as transparency, figure/ground, sciagraphy, oblique projection, spatial manipulation and analytic operations will build on orthographic and non-parallel projection.

Course Goals & Objectives:

- Mastery of the fundamentals of projection.
- Conceptual grasp of projection systems and their attributes.
- Development of thinking through drawing/representation.
- Ability to use projection to operate/analyze space, form, building.
- Ability to navigate between drawing and making—to start with something and operate on it through drawing, and to begin with drawing and make form/space from it.
- Ability to represent and manipulate phenomena such as transparency, proximity, edge, light and shadow, solid and void.

Student Performance Criterion:

- A. 3. Visual Communication Skills
- A. 8. Ordering Systems Skills

Topical Outline:

Completion of requirements	(20%)
Quality of craft	(20%)
Working process	(20%)
Transformation of concepts	(20%)
Communication and presentation skills	(20%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

No required textbook.

Offered:

Fall 2012, annually

Faculty assigned:

Christopher Bardt	(F/T)
Pari Riahi	(F/T)
Kyna Leski	(F/T)
Carl Lostritto	(F/T)
Rachel Stopka	(P/T)
Jack Ryan	(P/T)
Michael Larsen	(P/T)

Number & Title of Course: ARCH 2142, Architectural Analysis, 3 Credits

Course Description: Students will develop drawing and modeling techniques and strategies using a “case study” approach working extensively with a single work of architecture while gaining proficiency in new techniques and software.

Course Goals & Objectives:

- We will cover two-dimensional representations and three-dimensional modeling along with some specific rendering techniques.
- In addition, special tutorials will cover how to output using the plotter and laser cutter. Using adobe programs such as Photoshop, InDesign or Illustrator, you will learn how to create presentation boards and books.
- Assignments for this course will work in parallel to your studio design problems. This collaboration advances design communication and offer a richer and in-depth study of architectural representation.

Student Performance Criterion:

- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A. 5. Investigative Skills
- A. 7. Use of Precedents
- A. 8. Ordering System Skills
- A.10. Cultural Diversity
- B. 9. Structural Systems
- B.12. Building Materials and Assemblies
- C. 3. Human Behavior

Topical Outline:

Completion of requirements	(20%)
Quality of craft	(20%)
Working process	(20%)
Transformation of concepts	(20%)
Communication and presentation skills	(20%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Spring 2013, annually

Faculty assigned:

Christopher Bardt	(F/T)
Hansy Better	(F/T)
Carl Lostritto	(F/T)
Pari Riahi	(F/T)
Rachel Stopka	(P/T)
Anthony Permarini	(P/T)
Peter Dorsey	(P/T)

Number & Title of Course: ARCH 2151, Materials & Methods, 3 Credits

Course Description: The aim of this course is to cover basic content about subjects dealing with different building materials and the different applications they have in construction.

Course Goals & Objectives:

- This course is intended to give the students exposure to real world scenarios of where to apply the mathematics and equations learned in class.
- Give the students a basic catalogue and knowledge of the materials used in construction and those materials' capacities.

Student Performance Criterion:

B. 3. Sustainability
B.12. Building Materials and Assemblies

Topical Outline:

Quiz/Attendance	(15%)
Homework	(25%)
Midterm	(30%)
Final	(30%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

Statics and Strength of Materials for Architecture and Building Construction. Barry Onouye and Kevin Kane, 4th Edition, Prentice Hall, Inc. Upper Saddle River, New Jersey, 2009.

Offered:

Fall 2011, annually

Faculty assigned:

James Barnes (F/T)

Number & Title of Course: ARCH 2152, Statics & Strength of Materials, 3 Credits

Course Description: The student will develop an intuitive understanding of structural behavior by studying various structural systems qualitatively under various loading conditions.

Course Goals & Objectives:

- The analysis of statically determinate trusses and frames will reinforce this intuitive understanding.
- Structural forces will be understood by tracing the loads (dead, live, wind, and seismic) through a building.
- Students will be able to convert these loads into internal material stresses (axial, shear bending) for the purposes of proportioning members quantitatively.
- The relevant material sectional properties (such as moment of inertia and radius of gyration) will be learned through hands on bending and buckling classroom experiments and later backed by quantitative analysis.

Student Performance Criterion:

- A. 4. Technical Communication
- B. 9. Structural Systems
- B.12. Building Materials and Assemblies

Topical Outline:

Quiz / Attendance	(15%)
Homework	(25%)
Midterm	(30%)
Final	(30%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

Statics and Strength of Materials for Architecture and Building Construction. Barry Onouye and Kevin Kane, 4th Edition, Prentice Hall, Inc. Upper Saddle River, New Jersey, 2012, ISBN 9780135079256

Offered:

Spring 2012
Fall 2012

Faculty assigned:

Wilber Yoder (F/T)
Erik Nelson (P/T)
Loren Howard (P/T)

Number & Title of Course: ARCH 2152, Structural Analysis, 3 Credits

Course Description: The basic content will be statics and strength of materials. The first portion will deal with force vectors, trusses, cross-sectional properties, and shear/moment diagrams, followed by stresses, strains, material applications and the analysis procedures necessary to compute structural behaviors. While the class format is mostly lecture, there will be ample time for discussion. This class is foundational to all future structural design classes such as concrete, wood, and steel.

Course Goals & Objectives:

- Students will develop an intuitive understanding of structural behavior by studying various structural systems qualitatively under various loading conditions. The analysis of statically determinate trusses and frames will reinforce this intuitive understanding.
- Structural forces will be understood by tracing the loads (dead, live, wind, and seismic) through a building.
- Students will be able to convert these loads into internal material stresses (axial, shear bending) for the purposes of proportioning members.
- The relevant material sectional properties (such as moment of inertia and radius of gyration) will be learned through hands on bending and buckling classroom experiments backed by computation.

Student Performance Criterion:

- A. 4. Technical Communication
- B. 9. Structural Systems
- B.12. Building Materials and Assemblies

Topical Outline:

Quiz / Attendance	(15%)
Homework	(25%)
Midterm	(30%)
Final	(30%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

Statics and Strength of Materials for Architecture and Building Construction. Barry Onouye and Kevin Kane, 4th Edition, Prentice Hall, Inc. Upper Saddle River, New Jersey, 2012, ISBN 9780135079256

Offered:

Fall 2013, annually

Faculty assigned:

Wilber Yoder	(F/T)
Erik Nelson	(P/T)
Loren Howard	(P/T)

Number & Title of Course: ARCH 2153, Wood Structures, 3 credits

Course Description: Introduction to the design of building structures in wood.

Course Goals & Objectives:

- Emphasis will be on the methods to design typical structural elements with additional information to be presented on related structural systems, connections, and detailing.

Student Performance Criterion:

B. 9. Structural Systems
B.12. Building Materials and Assemblies

Topical Outline:

Quiz / Attendance	(15%)
Homework	(25%)
Midterm	(30%)
Final	(30%)

Prerequisites:

Architecture Majors Only

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Spring 2013, annually

Faculty assigned;

Brett Schneider (P/T)

Number & Title of Course: ARCH 2154, Steel Structures, 3 Credits

Course Description: Introduction to the design of building structures in structural steel. Emphasis will be on the methods to design typical structural elements with additional information to be presented on related structural systems, connections and detailing. Case studies of contemporary projects will be utilized to provide context.

Course Goals & Objectives:

- Students will learn typical methods of structural design for axial and bending members in structural steel.
- Students will learn typical conventions for steel structural systems and their detailing.

Student Performance Criterion:

- A. 4. Technical Communication
- B. 7. Financial Considerations
- B. 9. Structural Systems
- B.10. Building Envelope Systems
- B.12. Building Materials and Assemblies

Topical Outline:

Completion of Assignments including attendance	(10%)
Exams	(60%)
Lab/Project	(30%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

No required textbook. Suggested readings.

Offered:

Fall 2013, annually

Faculty assigned:

Brett Schneider (F/T)

Number & Title of Course: ARCH 2155, Concrete Structures, 3 Credits

Course Description: This course reviews the fundamentals of concrete and masonry in architecture with a focus on materials, structural analysis and design (replacing Concrete and Masonry pre-2011 curriculum). The analysis and design will include concrete structures, reinforced and pre-stressed concrete members, concrete foundations and reinforced masonry.

Course Goals & Objectives:

- The student will be able to proportion concrete and masonry structures.
- This course will provide the student with a good understanding of the material and the common structural systems in practice using concrete and masonry.

Student Performance Criterion:

- B. 7. Financial Considerations
- B. 9. Structural Systems
- B.10. Building Envelope Systems
- B.12. Building Materials and Assemblies

Topical Outline:

Quiz / Attendance	(15%)
Homework	(15%)
Projects	(20%)
Midterm	(25%)
Final	(25%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

No required textbook. Suggested readings.

Offered:

Fall 2012, annually

Faculty assigned:

Erik Nelson (P/T)

Number & Title of Course: ARCH 2154, Wood & Steel, 3 Credits

Course Description: Introduction to the design of building structures in the materials wood and steel.

Course Goals & Objectives:

- Introduction to the design of building structures in the materials wood and steel.
- Emphasis will be on the methods to design typical structural elements with additional information to be presented on related structural systems, connections, and detailing.
- Case studies of contemporary projects will be utilized to provide context.

Student Performance Criterion:

- B. 9. Structural Systems
- B.12. Building Materials and Assemblies

Topical Outline:

Quiz / Attendance	(15%)
Homework	(25%)
Midterm	(30%)
Final	(30%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

No required textbook. Suggested readings.

Offered:

Fall 2012
Fall 2011

Faculty assigned:

David Tidwell	(P/T)
Brett Schneider	(P/T)

Number & Title of Course: ARCH 2155, Concrete & Masonry, 3 Credits

Course Description: This course reviews the fundamentals of concrete and masonry in architecture with a focus on materials, structural analysis and design. The analysis and design will include concrete structures, reinforced and pre-stressed concrete members, concrete foundations and reinforced masonry.

Course Goals & Objectives:

- The student will be able to proportion concrete and masonry structures.
- This course will provide the student with a good understanding of the material and the common structural systems in practice using concrete and masonry.

Student Performance Criterion:

- B. 7. Financial Considerations
- B. 9. Structural Systems
- B.10. Building Envelope Systems
- B.12. Building Materials and Assemblies

Topical Outline:

Quiz / Attendance	(15%)
Homework	(25%)
Midterm	(30%)
Final	(30%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

The Stone Skeleton: Structural Engineering of Masonry Architecture by Jacques Heyman
Reinforced Concrete Design, Limbrunner/Aghayere, 7th Ed., Pearson Prentice Hall, 2010

Offered:

Spring 2013, annually
Spring 2012, annually

Faculty assigned:

Wilbur Yoder	(F/T)
Loren Howard	(P/T)
Erik Nelson	(P/T)

Number & Title of Course: ARCH 2156, Environment Design I, 3 credits

Course Description: This course will look at the impacts of built environment on the natural environment and vice-versa, and how these interactions can be optimized through architectural form, materials and mechanical systems. In this semester, we will cover building performance relative to the roles of air, water and building envelope as factor determining energy use and thermal comfort.

Course Goals & Objectives:

- Students will understand how site, climate, building envelope, architectural form and mechanical systems interact with the indoor environment in terms of energy use, comfort and environmental impacts.
- Students will learn what tools we have to assess these factors and improve them
- Students will learn how to calculate the energy balance of a building and how to optimize it.

Student Performance Criteria:

- A..5 Investigative Skills
- A. 6. Fundamental Design Skills
- A. 7. Use of Precedents
- B. 3. Sustainability
- B. 4. Site Design
- B. 8. Environmental Systems
- B.10. Building Envelope Systems
- B.11. Building Service Systems
- B.12. Building Materials and Assemblies
- C. 2. Human Behavior
- C. 9. Community Behavior

Topical Outline:

Attendance and Preparedness	(25%)
Completion of Assignments	(50%)
Final Exam	(25%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

Mechanical and Electrical Equipment for Buildings 11th ed. by Grondzik, Kwok, Stein and Reynolds. Wiley, 2010

Thermal Delight in Architecture, Lisa Heschong. The MIT Press, 1979.

Offered:

Fall 2013, annually
Fall 2012, annually
Fall 2011, annually

Faculty assigned:

J. Cramer Silkworth	(P/T)
Richard Medairos	(P/T)
Jonathan Knowles	(F/T)

Number & Title of Course: ARCH 2158, Environmental Design II, 3 Credits

Course Description: Like Environmental Design I, this course is conceived to teach the techniques of quantification needed to understand day-lighting, artificial lighting, and building acoustics.

Course Goals & Objectives:

- To make the material accessible in as many ways as possible, the course will employ a variety of teaching methods: power-point lectures, case studies, group homework and comprehensive assignments, as well as in-class workshop exercises.

Student Performance Criterion:

- A. 4. Technical Documentation
- A. 6. Fundamental Design Skills
- B. 3. Sustainability
- B. 4. Site Design
- B. 8. Environmental Systems
- B.11. Building Service Systems
- C. 1. Collaboration

Topical Outline:

Class Participation/ Attendance	(10%)
Quizzes	(20%)
Case Study/ Projection/ Survey	(30%)
Term Project	(40%)

Prerequisites:

ARCH 2152, ARCH 2153, ARCH 2154, ARCH 2155, ARCH 2156

Textbooks/Learning Resources:

Mechanical and Electrical Equipment for Buildings, 10th Edition,
Ben Stein, John S. Reynolds, Walter T. Grondzik, and Alison G. Kwok
ISBN: 978-0-471-46591-1, Hardcover, November 2005, \$130.00

Offered:

Spring 2013, annually
Spring 2012, annually

Faculty assigned:

Jonathan Knowles (F/T)

Number & Title of Course: ARCH 2178, Integrated Building Systems, 3 credits

Course Description: This course is aimed at giving students a working knowledge of the comprehensive design.

Course Goals & Objectives:

- Fundamental principles and conventions of detailing will be presented and discussed.
- Focus is on developing the manner in which the architectural detail is the material realization of an architectural concept, and as such, must demonstrate the transmutation of material choices into invented and designed assemblies that orchestrate and produce the whole.

Student Performance Criterion:

- A. 4. Technical Documentation
- A. 5. Investigative Skills
- A. 6. Fundamental Design Skills
- B. 2. Accessibility
- B. 3. Sustainability
- B. 5. Life Safety
- B.6. Comprehensive Design
- B. 7. Financial Considerations
- B. 8. Environmental Systems
- B.10. Building Envelope Systems
- B.11. Building Service Systems
- B.12. Building Materials and Assemblies
- C. 1. Collaboration
- C. 4. Project Management

Topical Outline:

Attendance	(10%)
Class participation and preparation of readings	(10%)
Preliminary Projects	(30%)
Final Project	(50%)

Prerequisites:

ARCH 2152, ARCH 2153, ARCH 2154, ARCH 2155, ARCH 2156, ARCH 2158

Textbooks/Learning Resources:

None required. Suggested readings covered in lectures.

Offered:

Fall 2012, annually
Fall 2011, annually

Faculty assigned:

Wilbur Yoder	(F/T)
Lynnette Widder	(F/T)
Laura Briggs	(F/T)
James Barnes	(F/T)
Jason Wood	(P/T)
Almin Prsic	(P/T)

Number & Title of Course: ARCH 2191, Principles of Professional Practice, 3 Credits

Course Description: This is a course about your future as a licensed professional architect, a business person, and a citizen.

Course Goals & Objectives:

- It is about the forces of professional life that will require you to reinvent yourself, forces that will compel you to find a new and truly authentic voice, one very distinct from that which you forged so relentlessly here at RISD.
- This is a course about preparing you to engage with a different world.
- Lectures will attempt to represent a balanced view of the basic principles of professional practice, outlining the various fundamental definitions of the designer as artist, business person, and citizen, while presenting a basic sketch of the many technical professional issues facing contemporary Architects.
- This is a course about beginning the search for your true creative voice in the non-academic and very demanding world of business and commerce. A series of panels with guest speakers has been arranged to present an outside professional perspective.
- The speakers and panels are an integral part of the course. Your attendance is required at all times. Panel discussions will occur at the end of most lecture sessions.

Student Performance Criterion:

- A. 4. Technical Communication
- A.10. Cultural Diversity
- B. 1. Pre-Design
- B. 2. Accessibility
- B. 5. Life Safety
- B. 7. Financial Considerations
- C. 3. Client Role in Architecture
- C. 4. Project Management
- C. 5. Practice Management
- C. 6. Leadership
- C. 7. Legal Responsibilities
- C. 8. Ethics and Professional Judgment
- C. 9. Community and Social Responsibility

Topical Outline:

Class Participation/ Attendance	(10%)
Quizzes	(20%)
Case Study/ Projection/ Survey	(30%)
Term Project	(40%)

Prerequisites:

ARCH 2152, ARCH 2153, ARCH 2154, ARCH 2155, ARCH 2156, ARCH 2158, ARCH 2178

Textbooks/Learning Resources:

None required. Suggested readings covered in class.

Offered:

Spring 2013, annually
Spring 2012, annually

Faculty assigned:

James Barnes (F/T)

Number & Title of Course: ARCH 2198, Degree Project, 6 Credits

Course Description: Under the supervision of a faculty advisor, students are responsible for the preparation and completion of an independent thesis project.

Course Goals & Objectives:

- Through meetings and discussion with degree project advisors, the student will be able to further his ideas and interests in research topics for the final thesis presentation.

Student Performance Criterion:

- A. 1. Communication Skills
- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A. 6. Fundamental Design Skills
- A. 9. Historical Traditions and Global Culture
- A.10. Cultural Diversity
- A.11. Applied Research
- B. 1. Pre-Design
- B. 6. Comprehensive Design

Topical Outline:

- | | |
|---|-------|
| Progression of work | (60%) |
| Preparedness and willingness to listen to ideas | (40%) |

Prerequisites:

Architecture Degree Project only

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Spring 2013, annually
Spring 2012, annually

Faculty assigned:

Kyna Leski	(F/T)
Christopher Bardt	(F/T)
Pari Riahi	(F/T)
Peter Tagiuri	(F/T)
Anne Tate	(F/T)
Hansy Better	(F/T)
Gabriel Feld	(F/T)
Laura Briggs	(F/T)
Jonathan Knowles	(F/T)
David Gersten	(P/T)
Thomas Gardner	(P/T)
Enrique Martinez	(P/T)
Almin Prsic	(P/T)
Jason Wood	(P/T)

Number & Title of Course: ARCH 2311, DP Sem: Muse or Nemesis?, 3 Credits

Course Description: Faced with new and uncanny modes of thinking and representation, architects have reacted to the change in different manners.

Course Goals & Objectives:

- While a series of lectures, workshops and guest lectures are designed to offer a theoretical framework for the class, the major effort will be focused on fleshing out the role and influence of digital media in architecture.
- To do so, the students will be undertaking different assignments: Group dialogue and debates: themed debates will be organized, based on readings and discussion in class.
- Evidence can be brought in by each group based on the preparations for each of the debates; however the major force of the argument will be based on.

Student Performance Criterion:

- A. 1. Communication Skills
- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A. 5. Investigative Skills
- A. 7. Use of Precedents
- A. 9. Historical Traditions and Global Culture
- A.10. Cultural Diversity
- A.11. Applied Research
- B.10. Building Envelope Systems
- C. 2. Human Behavior

Topical Outline:

Group presentations	(15%)
Individual presentations	(15%)
Mid review	(25%)
Final review	(40%)
Extra credit	(10%)
Effort and participation	(5%)

Prerequisites:

Architecture Degree Project only

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Fall 2012
Fall 2011

Faculty assigned:

Pari Riahi (F/T)

Number & Title of Course: ARCH 2121, DP Sem: Ways of Making Work, Labor, Action, 3 credits

Course Description: This seminar is dedicated to helping individuals clarify the personal direction of their work in architecture.

Course Goals & Objectives:

- You should gain a methodological understanding, nimbleness, a fluency, even a certain confidence in means of engagement, means in which to work on work.
- You should also gain an understanding of the components that comprise a project and its formulation.
- Through the discussions, you will get a chance to form critical views and establish positions on a number of key issues facing the discipline.
- Lectures and readings will provide more substance to these issues, and will invite you to take a longer view.
- From periodic exercises, you will explore new design opportunities. In all these cases, the course format will demand active engagement, intelligibility and openness.

Student Performance Criterion:

- A. 1. Communication Skills
- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A. 5. Fundamental Design
- A. 7. Use of Precedents
- A. 9. Historical Traditions and Global Culture
- A.10. Cultural Diversity
- A.11. Applied Research
- C. 2. Human Behavior

Topical Outline:

Participation	(50%)
Project Assignments	(25%)
Presentations	(25%)

Prerequisites:

Architecture Majors only

Textbooks/Learning Resources:

None. Suggested Readings.

Offered:

Fall 2012
Fall 2011

Faculty assigned:

Thomas Gardner (P/T)

Number & Title of Course: ARCH 2175, DP Sem: Reading the City, 3 Credits

Course Description: This seminar will look at cities as they can be seen as an immensely rich subject to study while articulating the arguments of a project.

Course Goals & Objectives:

- There will be assignments in which we will explore urban phenomena related to these and others cities that you may be interested in.
- Students working on their Degree Projects dealing with urban issues will find plenty of opportunity to develop their interests through these assignments.
- We will have weekly discussions based on our (yours and mine) work.

Student Performance Criterion:

- A. 1. Communication Skills
- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A. 5. Investigative Skills
- A. 7. Use of Precedents
- A. 9. Historical Traditions and Global Culture
- A.10. Cultural Diversity
- A.11. Applied Research
- C. 2. Human Behavior

Topical Outline:

Attendance, reading and active participation in class	(35%)
Course notebook to be submitted midterm and at the end of class	(10%)
Weekly short writing assignments (responses)	(20%)
City Project	(35%)

Prerequisites:

Architecture Degree Project only

Textbooks/Learning Resources:

Ed Allen's – Materials and Methods of Construction
 Ron Schaffer's – Structures for Architects
 James Ambrose's – Simplified Design of Reinforced Concrete
 William Rowe's – HVAC
 Reynolds & Stein – Mechanical & Electrical Equipment for Buildings
 Others as appropriate/available

Offered:

Fall 2012
 Fall 2011

Faculty assigned:

Gabriel Feld (F/T)

Number & Title of Course: ARCH 2182, DP Sem: The Making of Things, 3 Credits

Course Description: This seminar provides an opportunity to experiment with a variety of simple procedures that can lead to the creation of powerful works.

Course Goals & Objectives:

- The semester revolves around the making of a series of artifacts through the process of casting and the organizational principles of the grid.
- Explore the constructed embodiment of the distinct applied concepts (containing, covering, supporting).

Student Performance Criterion:

- A. 1. Communication Skills
- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A. 5. Investigative Skills
- A. 7. Use of Precedents
- A. 9. Historical Traditions and Global Culture
- A.10. Cultural Diversity
- A.11. Applied Research conference
- C. 2. Human Behavior

Topical Outline:

Completion of requirements	(20%)
Quality of craft	(20%)
Working process	(20%)
Transformation of concepts	(20%)
Communication and presentation skills	(20%)

Prerequisites:

Architecture Degree Project only

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Fall 2012

Faculty assigned:

Silvia Acosta (F/T)

Number & Title of Course: ARCH 2188, DP Sem: American Communities: Nature and Innovation, 3 Credits

Course Description: This course is for anyone who is interested in design of the neighborhood, the city and the region.

Course Goals & Objectives:

- The issues of politics and policy are primary forces shaping the opportunity to build in every community, every day.
- Architects who wish to see their ideas take physical form must understand those forces.
- More importantly, designers who wish to change the rules and expectations must understand how design can be used to lead and shape policy.

Student Performance Criterion:

- A. 1. Communication Skills
- A. 2. Design Thinking Skills
- A. 3. Visual Communication Skills
- A. 5. Investigative Skills
- A. 7. Use of Precedents
- A. 9. Historical Traditions and Global Culture
- A.10. Cultural Diversity
- A.11. Applied Research
- C. 2. Human Behavior

Topical Outline:

Completion of requirements	(20%)
Quality of craft	(20%)
Working process	(20%)
Transformation of concepts	(20%)
Communication and presentation skills	(20%)

Prerequisites:

Architecture Degree Project only

Textbooks/Learning Resources:

None required. Suggested readings discussed in class.

Offered:

Fall 2011

Faculty assigned:

Anne Tate (F/T)

Number & Title of Course: ARCH 2199, Professional Internship, 3 Credits

Course Description: During the summer months, students will intern and work at a firm of their choice for a total of 280+ hours.

Course Goals & Objectives:

- To allow students the opportunity to gain experience in the field of architecture.
- To problem solve in real world situations
- To better their skills of communicating their ideas.

Student Performance Criterion:

- A. 4. Technical Communication
- C.1. Collaboration
- C. 3. Client Role in Architecture
- C. 4. Project Management
- C. 5. Practice Management
- C. 6. Leadership
- C. 7. Legal Responsibilities
- C. 8. Ethics and Professional Judgement

Topical Outline: None

Prerequisites: None

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Summer 2012, annually
Summer 2011, annually

Faculty assigned:

James Barnes (F/T)
Hansy Better (F/T)

Number & Title of Course: ARCH LE05, World Architecture, 3 credits

Course Description: This history course, co-taught by historians and architects, introduces key ideas, forces and techniques that have shaped world architecture from its beginnings to the mid 19th Century.

Course Goals & Objectives:

- This history course, co-taught by historians and architects, introduces key ideas, forces and techniques that have shaped world architecture from its beginnings to the mid 19th Century.
- Each topic will be presented through case studies accompanied by relevant texts.
- Students are expected to prepare for class by reading the assigned material, attend all lectures, prepare to be examined on the lecture material, engage in the section discussions, research a given topic to present in their sections and document and write up the research material for publication.

Student Performance Criterion:

- A. 1. Communication Skills
- A. 7. Use of Precedents
- A. 9. Historical Traditions and Global Culture
- A.10. Cultural Diversity
- C. 2. Human Behavior
- C. 9. Community and Social Responsibility

Topical Outline:

Engaged class participation /attendance	(15%)
Weekly questions on readings	(10%)
Mid-term	(20%)
Term Project	(30%)
Final Exam	(25%)

Prerequisites: None

Textbooks/Learning Resources:

None required. Reading assignments handed out and discussed in class.

Offered:

Fall 2012, annually
Fall 2011, annually

Faculty assigned:

Peter Taguiri (F/T)
Tulay Atak (P/T)

Number & Title of Course: ARCH LE22, Modern Architecture, 3 Credits

Course Description: This course introduces students to various strands of what has now come to be known as the modern movement in architecture, from the nineteenth century to the present.

Course Goals & Objectives:

- Outline the major themes addressed by the concept of “Modern Architecture,” and describe the way those themes and the definitions of Modernism have shifted throughout the modern era.
- Intelligently discuss and debate some of the key social, political, economic, and design issues that have accompanied these intellectual and architectural changes over time.
- Articulate and purposefully connect built works, theoretical projects and texts to the ideas discussed, correctly identifying authorship, location, and period.
- Demonstrate ability for independent research and analysis through a scholarly presentation and paper investigating a particular modern work, architect or theme in depth.

Student Performance Criterion:

- A. 1. Communication Skills
- A. 7. Use of Precedents
- A. 9. Historical Traditions and Global Culture
- C. 9. Community and Social Responsibility

Topical Outline:

Class participation	(25%)
Written assignments	(25%)
Research presentation	(25%)
Research paper	(25%)

Prerequisites:

ARCH LE05

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Spring 2013, annually
Spring 2012, annually

Faculty assigned:

Ijlal Muzaffar (P/T)
Ian Baldwin (P/T)
Michael Grogan (P/T)

Number & Title of Course: FOUND 1001, Studio: Drawing I, 3 Credits

Course Description: This course introduces the beginning student to formal drawing and compositional elements. Within abstract and representational work, the character of lines, tones and marks are studied as inseparable from the concept and content of drawings. Drawing embodies a connection to a rich tradition as well as a contemporary response to the world.

Course Goals & Objectives:

- Experimentation of material and media through observational drawing.
- Development of drawing skills and insights and consider basic visual language issues.
- Students are challenged to see their drawings as independent entities that must exist apart from references.

Student Performance Criterion:

A.3. Visual Communication

Topical Outline:

Drawing and representational techniques	(40%)
Class Participation	(25%)
Attendance	(15%)
Sketchbook	(20%)

Prerequisites: None

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Fall 2012, annually
Fall 2011, annually
Fall 2010, annually

Faculty assigned:

Rotating faculty out of Foundation Studies.

Number & Title of Course: FOUND 1002, Studio: Drawing II, 3 Credits

Course Description: This course is the second semester continuation of Drawing I.

Course Goals & Objectives:

- Continued examination and development of drawing skills.
- Experimentation in different media and mixed media will be encouraged.
- Students are directed to explore contemporary approaches to drawing.
- Through assignments and weekly group critiques, students will seek to broaden the conceptual basis for their work.
- Development of thinking through drawing/representation

Student Performance Criterion:

A.3. Visual Communication

Topical Outline:

Drawing and representational techniques	(35%)
Class Participation	(30%)
Attendance	(15%)
Sketchbook	(20%)

Prerequisites:

FOUND 1001

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Spring 2012, annually
Spring 2011, annually
Spring 2010, annually

Faculty assigned:

Rotating faculty out of Foundation Studies.

Number & Title of Course: FOUND 1003, Studio: Design I, 3 Credits

Course Description: Design broadens the students' understanding of visual organization in creating meaning and function. Included in this are the concepts that apply to every aspect of art and design, from the basic elements of point, line, plane, form, shape, scale and color to more developed issues concerning abstraction, pattern, perception and illusion.

Course Goals & Objectives:

- Using various forms of expression and media, students will investigate the complexities of meaning as affected by placement, narrative and motion.
- Students will learn the process of design, from research and development of execution, through inquiry and exploration.

Student Performance Criterion:

A.2. Design Thinking Skills

Topical Outline:

Transformation of concepts	(35%)
Class Participation	(30%)
Attendance and Preparedness	(15%)
Sketchbook	(20%)

Prerequisites: None

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Fall 2012, annually
Fall 2011, annually
Fall 2010, annually

Faculty assigned:

Rotating faculty out of Foundation Studies.

Number & Title of Course: FOUND 1004, Studio: Design II, 3 Credits

Course Description: Second semester continuation of Design I.

Course Goals & Objectives:

- Students will gain understating of visual logic and to explore the design functions of relating ideas, objects, materials and space.
- Visual skills will be developed to compose as well as communicate thought, idea and message.
- Development of design problems studied through projects, which stress the relationship among content, form and context.

Student Performance Criterion:

A.2. Design Thinking Skills

Topical Outline:

Transformation of concepts	(35%)
Class Participation	(30%)
Attendance and Preparedness	(15%)
Sketchbook	(20%)

Prerequisites:

FOUND 1003

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Spring 2012, annually
Spring 2011, annually
Spring 2010, annually

Faculty assigned:

Rotating faculty out of Foundation Studies.

Number & Title of Course: FOUND 1005, Studio: Spacial Dynamics I, 3 Credits

Course Description: Spacial Dynamics is a studio-based inquiry into the relationship between physical objects and spatial phenomena. These relationships are examined to identify forces and patterns in processes of change and growth.

Course Goals & Objectives:

- Students will be working with intrinsic forces such as structure, balance and modular representation.
- Additionally, students will work with extrinsic forces such as gravity, space and time, the focus of this course.
- Projects employ a variety of media and often include research and discussion of art and design history and theory, as well as concepts from disciplines such as the sciences or literature.
- Ability to navigate between drawing and relationship of physical objects in space

Student Performance Criterion:

A.2. Design Thinking Skills

Topical Outline:

Transformation of concepts	(35%)
Class Participation	(30%)
Attendance and Preparedness	(15%)
Sketchbook	(20%)

Prerequisites: None

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Fall 2012, annually
Fall 2011, annually
Fall 2010, annually

Faculty assigned:

Rotating faculty out of Foundation Studies.

Number & Title of Course: FOUND 1006, Studio: Spacial Dynamics II, 3 Credits

Course Description: Second semester continuation of Spacial Dynamics I.

Course Goals & Objectives:

- Students will further develop their understanding of physical objects and how they appear in space versus a two-dimensional surface.
- Emphasis is on developing a basic understanding of and familiarity with perspective as means of organizing space and defining point of view.

Student Performance Criterion:

A.2. Design Thinking Skills

Topical Outline:

Transformation of concepts	(35%)
Class Participation	(30%)
Attendance and Preparedness	(15%)
Sketchbook	(20%)

Prerequisites:

FOUND 1005

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Spring 2012, annually
Spring 2011, annually
Spring 2010, annually

Faculty assigned:

Rotating faculty out of Foundation Studies.

Number & Title of Course: E101, Literature Seminar: Design in Words, 3 Credits

Course Description: An introduction to literary study that helps students develop the skills necessary for college-level reading, writing, research and critical thinking. The course is reading and writing intensive and organized around weekly assignments.

Course Goals & Objectives:

- Students will learn how to how to read closely, argue effectively and develop a strong writing voice.
- Students will develop an understanding from a variety of literary forms and genres, historical periods and critical approaches to design

Student Performance Criterion:

A.9. Historical Traditions and Global Culture

Topical Outline:

Weekly Reading Response Papers	(25%)
Completion of Writing Assignments	(25%)
Final Presentation	(20%)
Final Paper	(30%)

Prerequisites: None

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Fall/Spring, annually

Faculty assigned:

Rotating faculty out of Foundation Studies.

Number & Title of Course: H101, History of Art and Visual Culture I, 3 Credits

Course Description: This required course is an introduction to global issues in art and visual culture. It will use basic art historical methods of formal, stylistic and iconographical analysis in the study of these works thereby providing students with the tools necessary for critical looking and analysis essential for the education of artists and designers.

Course Goals & Objectives:

- Students will learn the relation between artifacts and culture, with the assumption that the production of works of art and design is a form of cultural knowledge.
- Develop cultural conception of the role of artist and designer on various techniques and materials and the social context of the works discussed.
- Students learn the fundamental works of art and design from diverse cultures and chronological periods.
- Present elements of the world's visual traditions and introduce basic methodology to interpret them.

Student Performance Criterion:

A.9. Historical Traditions and Global Culture

Topical Outline:

First Paper	(15%)
Attendance and Preparedness	(15%)
Midterm Exam	(25%)
Second Paper	(15%)
Final Exam	(30%)

Prerequisites: None

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Fall 2012, annually
Fall 2011, annually
Fall 2010, annualy

Faculty assigned:

Eric Anderson
Hannah Carlson
Fateme Abbas-Zadeh
Nathanial Walker
Ijlal Muzaffar
Mary Bergstein
Pascale Rihouet
Paola Dematte
Susan Ward
Bolaji Campbell
Jeremy Powell
Suzanne Scanlan

Number & Title of Course: H102, History of Art and Visual Culture II, 3 Credits

Course Description: Students will select one course from introductory level offerings. The choice of topics is intended to give each first-year student a chance to work with a broad but culturally and chronologically bounded field of art and design, under the teaching of an expert in that field.

Course Goals & Objectives:

- Students will learn about art historical texts particular to a selected topic.
- Development of critical reading and critical writing skills about the selected works of art.

Student Performance Criterion:

A.9. Historical Traditions and Global Culture

Topical Outline:

First Paper	(15%)
Attendance and Preparedness	(15%)
Midterm Exam	(25%)
Second Paper	(15%)
Final Exam	(30%)

Prerequisites: None

Textbooks/Learning Resources:

H101

Offered:

Spring 2012
Spring 2011
Spring 2010

Faculty assigned:

Peter Nulton	(F/T)
Elena Varshavskaya	(F/T)
Dalie Linssen	(F/T)

Number & Title of Course: S101, Topics in History, Philosophy and Social Sciences, 3 Credits

Course Description: An introductory course in which students are encouraged to develop the skills in critical thinking, reading and writing that are common to the disciplines represented in the Department of History, Philosophy and Social Sciences (HPSS).

Course Goals & Objectives:

- Sections focus on topics typically addressed within the department's disciplines through discussion about key texts and issues.
- Students are introduced to important disciplinary methodologies and controversies.
- Frequent writing assignments, combined with substantial feedback from HPSS faculty, give students the opportunity to develop the strategies and techniques of effective writing.

Student Performance Criterion:

A.9. Historical Traditions and Global Culture

Topical Outline:

Weekly Reading Papers	(25%)
Completion of Writing Assignments	(25%)
Final Paper	(20%)
Class Participation	(15%)
Attendance	(15%)

Prerequisites: None

Textbooks/Learning Resources:

None required. Suggested readings.

Offered:

Fall/Spring, annually

Faculty assigned:

Yuriko Saito	(P/T)
Jane Szurek	(P/T)
Andrew Savchenko	(P/T)
James Yess	(P/T)
Lindsay French	(P/T)
Jeff Poland	(P/T)
Edward Dwyer	(P/T)
David Fitzsimons	(P/T)
Donald Keefer	(P/T)
Rebecca Moore	(P/T)
Peter Lau	(P/T)
Stephen Ott	(P/T)
John Lauerman	(P/T)
Jennifer Prewitt-Freilino	(P/T)
Barbara Von Eckardt	(P/T)
Damien White	(F/T)

IV.4.2 Faculty Resumes

Name: Silvia Acosta

Courses Taught (Two academic years prior to current visit):

ARCH 21ST Advanced Studio

ARCH 2182 Degree Project Seminar

Educational Credentials:

MArch Harvard University Graduate School of Design 1986

BArch University of Miami School of Architecture 1983

Teaching Experience:

Rhode Island School of Design, Professor, 1987-Present.

Equinoctial Technological University, Quito, Ecuador, Visiting Critic, Summer 2011

Professional Experience:

Six Degrees Architecture, Pawtucket, RI

Museum of Underwater Antiquities Competition (with Christine Zavesky), 2012

Architectural Folly Competition (with Christine Zavesky), 2012

DESINE-Lab, Providence, RI

Design, innovation and entrepreneurship of design initiatives based on the premise that design has an important role to play in ensuring social justice. Co-founded with Elizabeth Hermann in 2011

Licenses/Registration:

State of Florida (#13754)

Selected Publications, Recent Research + Conferences:

Monash University + Rhode Island School of Design, Book publication of design-build work at both academic institutions, in progress

New Directions for Global Initiatives, RISD XYZ: Crisscrossing Cultures, RISD 2013

Living on the Edge: Envisioning a New Periphery from the Outside In, Workshop and presentation on the speculative development of Ixtepec, Oaxaca, Columbia University, 2013

Where are the Utopian Visionaries? Architects of Social Exchange, Symposium panelist, RISD, 2012

Blackstone River Users Conference, Presentation on the programming of the Blackstone River, Lincoln, RI, 2012.

Merging Practice with Study, COGDesign website, 2012

Innovations in Environmental Sustainability and Social Responsibility, ReNeable Now tv series 2012

Locating Positions and Practice: Here, There, How, Presentation on the topic of civic engagement and spatial practice, Brown University, 2011.

Socially Engaged Architecture, Presentation of small built works at A Better World by Design, Brown University and RISD, 2011

A Student-Designed Community Garden Sprouts in Rhode Island, Inhabitat website, 2011

RISD Students Develop Community Ties, Pawtucket Times, 2011

Blossom Community Garden, Archiabile website, 2011

Professional Memberships:

NCARB (#44572)

Name: Christopher Bardt, AIA, NCARB

Courses Taught (Two academic years prior to current visit):

ARCH 2141 Manual Representation
ARCH 2108 Urban Design Principles
ARCH 2198 Degree Project
ARCH 2141 Architectural Projection
ARCH 2142 Architectural Analysis
ARCH 21ST Advanced Studio

Educational Credentials:

MArch Harvard University 1988
BFA, BArch Rhode Island School of Design 1983
Associate Degree Pure and Applied Science, John Abbott College 1976

Teaching Experience:

Rhode Island School of Design
Graduate Program Director RISD department of Architecture 2009-present
Professor RISD department of Architecture 2005 to present
Associate Professor RISD department of Architecture 1999-2005
Assistant Professor RISD department of Architecture 1993-99
Adjunct Faculty, RISD department of Architecture 1988-1993
Visiting Professor, Cornell University School of Architecture 1999
Instructor, Harvard Career Discovery, summer 1987

Professional Experience:

James Stewart Polshek, Junior Designer, Designer 1983-1985
Kohn Pedersen Fox, Senior Designer 1985-1986
Chris Bardt, Architect 1988-1997
3six0 Architecture, partner (with Kyna Leski) 1997- present

Licenses/Registration:

Registered Architect: RI, TN, NY, MA

Selected Publications and Recent Research:

M2 Interior Design IV, Sandu Publishing Co., Ltd. (pp.56-59,90-93,126-129,296-299,318-321)
50 US Architects: Residential + Planning, Design Book (pp.250-255)
Dwell, February 2012, 'New McDonald' by Marc Kristal (pp.94-96)
Design New England, January/February 2012, 'Sense of Place' by William Morgan (pp.84-91)
Residential Architect, November/December 2011, 'separate but equal' (pp.38-41)
Rhode Island Monthly, October 2011, 'Design Awards 2011: State Champs' (pp.63-73)
Installations by Architects, Sarah Bonnemaïson and Ronit Eisenbach, Princeton Architectural Press
Collection: US Architecture, Edited by Michelle Galindo, Braun Publishers (pp.152-155)
SPA-DE, Vol.12, 'Casual Hip Restaurants' (pp.22-23)
The Hartford Courant, February 22, 'Addition is Space to Believe in' by William Morgan (Commentary) PLUS
Architecture & Interior Design Magazine, February, 'Overseas Interior: 3SIXØ' (pp.30-43)
Architectural Record, September, 'Record Interiors 2008' (pp.122-125)
Eat! Best of Restaurant Design, Braun Publishers (pp.364-371)
Restaurant Design, daab (pp.10-17)
Architectural Record, December, 'Design Vanguard 2002'
Research: Computational tool to analyze a ribbed plate (with Joy Ko)
Research: Dynamic analysis of Solar Geometry
Research: the material conditions of creative engagement

Professional Memberships:

AIA, NCARB

Name: James Barnes

Courses Taught (Two academic years prior to current visit):

ARCH 2102 Architectural Design
ARCH 2108 Urban Design Principles
ARCH 2153 Materials and Methods of Construction
ARCH 2178 Integrated Building Systems
ARCH ST-01 Advanced Studio Elective
ARCH 2191 Professional Practice

Educational Credentials:

MS, Applied Science, Montana State University 1972
BArch, RISD 1969

Teaching Experience:

Rhode Island School of Design
Professor of Architecture, RISD 1972-Present
Chair, Department Faculty Search Committee
RISD Wintersession Sub-Committee: Instruction Committee
Coordinator of Technology Curriculum
IDP School Co-Coordinator

Professional Experience:

Principle: James Barnes Architect 1977-2013

Licenses/Registration:

Rhode Island
Massachusetts
Arizona (inactive)

Selected Publications and Recent Research:

Received a grant from the Precast Concrete Institute to teach an architectural technologies course at the Rhode Island School of Design in the Spring of 2014.

Professional Memberships:

The American Institute of Architects
NCARB
Board of Directors, AIA-RI since 2006
Education Committee
RISD-AIA Liaison
Board of Directors, ACE Mentoring RI since 2007
Chair of the Curriculum Committee
Recipient of National Exemplary Mentor Award, 2012
Board of Directors, Providence Revolving Fund (Historic Resources)
Facilities Committee, Providence Community Library
Architect-Advisor on Historic Resources and Facilities
Friend of the Knight Memorial Library
Development Committee
Providence Preservation Society
Save the Bay
Rhode Island Historical Society
Southside Community Land Trust

Name: Hansy L. Better Barraza AIA, LEED AP

Courses Taught (Two academic years prior to current visit):

ARCH 2102 Architectural Design
ARCH 2108 Urban Design Principles
ARCH 2142 Architectural Analysis
ARCH 2142 Digital Representation, Coordinator
ARCH 2198 Degree Project

Educational Credentials:

MAUD, Harvard University, Harvard Design School, 2000
BArch., Cornell University, College of Architecture, 1997

Teaching Experience:

Rhode Island School of Design
Associate Professor, 2010-present, Sabbatical 2011-2012
Assistant Professor, 2006-2010, Term Appointment 2003-2005
Adjunct Faculty, 2002-2003, 2005-2006
Lecturer, Northeastern University, Boston, MA, 2010
Lecturer, Massachusetts Institute of Technology, 2006
Distinguished Visiting Critic, Boston Architectural College, 2006
Visiting Critic, Cornell University, Ithaca, NY, 2005

Professional Experience:

Boston, MA, 2010-present Founding Principal, Studio Luz Architects, Ltd. Boston, MA, 2002-present
Co-Founder and Treasurer, BR+A+CE: Building Research+Architecture+Community Exchange Inc.
Project Designer/Manager, office dA Architecture and Urban Design, Boston, MA 2000-2002
Architectural Intern/Designer, Kennedy & Violich Architecture, Boston, MA, 1998-2000
Construction Supervisor, Habitat for Humanity, Bridgeport, CT, 1999

Licenses/Registration:

Rhode Island
New York Massachusetts

Selected Publications and Recent Research:

Where are the Utopian Visionaries? Architecture of Social Exchange, Author, (Gutenberg Periscope Publishing, Ltd., Pittsburgh and New York, Distributed Worldwide by Prestel Publishing, New York, NY, 2012)
Hybrid Buildings Pamphlet Architecture, No.11 Book Review, Author, (Architecture Boston Magazine, Pohly & Partners, Inc. Boston, MA, 2008)
Economy, Quality, and Fit: Sewing as seen in the work of Office dA, Author, (On Site Magazine, The Association for Non-Profit Architectural Fieldwork, Canada, 2002)
Project Design and Research team for the redesign of Harpoon Brewery, Boston, MA, 2013.
Editorial Board Member, ArchitectureBoston Magazine BSA/AIA, Boston, MA, 2005-2009.

Professional Memberships:

The American Institute of Architects / Boston Society of Architects
NCARB
United States Green Building Council
LEED Accredited Professional

Name: Laura Briggs

Courses Taught (Two academic years prior to current visit):

ARCH 21ST Advanced Studio: Southern Library for Baton Rouge
ARCH 21ST Advanced Studio: Light, Ambient Energy and Inflection Points
ARCH 2178 Integrated Building Systems
ARCH W202 Germany Travel/Transfer Studio
ARCH 2198 Degree Project

Educational Credentials:

MArch, AAD, Columbia University, Graduate School of Architecture 1991
BArch, Bachelor of Fine Arts, Rhode Island School of Design, 1982

Teaching Experience:

Parsons the New School for Design
Chair Sustainable Architecture, School of Constructed Environments, 2009 - 2013
Interim Dean, School of Constructed Environments, 2009
Director, BFA in Architectural Design, 2005-2008
Assistant Professor of Architecture, University of Pennsylvania, Architecture, 2004-2005
Assistant Professor of Architecture, Cornell University, Architecture, Art and Planning, 1996-2004
Visiting Professor of Architecture, Rhode Island School of Design, Depart Architecture, 1996
Adjunct Assistant Professor of Architecture, Columbia University, GSAPP, 1991-1997
Muschenheim Fellow, Assistant Professor of Architecture, University of Michigan, CAUP, 1991-1993

Professional Experience:

BriggsKnowles Architecture + Design, Providence, RI, Partner, 1992-present
Steven Holl Architects, New York NY, 1991
Schwartz / Silver Architects, Boston MA, 1986-90

Licenses/Registration:

U.S. Passive House Consultant

Selected Publications and Recent Research:

RI Foundation Innovation Fellow, Runner Up "Solar Sail, RI SoLab" with J. Knowles, D. Pacifici, 2013
"The Greenest Home: Super insulated and Passive House Design", Princeton Architectural Press, 2013
MacDowell Colony Residency, Project: "Water Mirror" concentrating solar installation, Summer 2012
Principle Investigator and Project Manager, Empowerhouse, 2011 Solar Decathlon, US Department of Energy,
Design and Construction of two solar powered /low impact homes for families Habitat for Humanity of DC. Raised
\$2 million for project costs. Extensive media coverage including, PBS News Hour, ABC Nightly News, CNN,
Huffington Post and NY Times 2009-2012
Mayor's Award for Sustainability, Washington D.C. 2011
Brunner Prize, The Third Skin, Clip-On Woven PV Prototype, 2008
Building Brooklyn Awards, New Foundations Low Income Housing Project, 2008
"Focus the Nation Teach-In: Global Warming Solutions for America", The New School, 2008
"Current Work", Lecture on the work of BriggsKnowles A+D, University of Arizona, 2007
"Building Energy '07", NESEA, Panel Participant, "Buildings + Energy, How We Teach It", MA, 2007
Contributor: "The Green Studio Handbook", Alison Kwok, Walter Grondzik, Architectural Press, 2006

Professional Memberships:

American Solar Energy Society
Society of Building Science Educators

Name: James Dean

Courses Taught (Two academic years prior to current visit):

ARCH 2106 Material Potential

Educational Credentials:

BA Communications University of North Carolina at Greensboro 1990

Master Industrial Design (MID) Rhode Island School of Design 2004

Teaching Experience:

Shop Professor RISD 2011-present

Professional Experience:

Case Goods, LLC Providence, RI Principal 1997 - Present

Blue Dog Real Estate Development, Providence, RI

Coppertone Sun Products, Huntington Beach, CA

Franko, LaFratta, and Farinholt, Richmond, VA

The Children's Health Fund, New York, NY

Gracie's Restaurant, Providence, RI

3Six0 Architects, Providence, RI

Harpoon Brewery, Boston, MA

Mikyoung Kim Architects, Cambridge, MA

Licenses/Registration:

Mastercam Instructor

SolidWorks instructor

Selected Publications and Recent Research:

Digital Mold Making for glass and ceramics

Digital (traditional) joinery

Material Origami using the CNC router and laser cutter

Job site CNC milling

Professional Memberships:

Furniture Society

IDSA

Name: Gabriel C. Feld

Courses Taught (Two academic years prior to current visit):

ARCH 2101 Design Principles
 ARCH 2175/GRAD-098G Reading the City
 ARCH 21ST Advanced Architecture Studio
 ARCH 2198 Degree Project

Educational Credentials:

MArch., Harvard University, 1988
 Dipl. Arch., University of Buenos Aires, 1980

Teaching Experience:

Rhode Island School of Design
 Department Head, 1997-2002
 Graduate Coordinator, 1993-1996
 Professor, 1989-present
 Visiting Critic, Dessau Institute of Architecture (DIA,) 2013
 Visiting Critic, Universidad Torcuato Di Tella, 2011
 Visiting Critic, Harvard University (GSD,) 1989-1990
 Instructor, Boston Architectural Center, 1989
 Coordinator/Instructor, Universidad de Buenos Aires, 1984-1986

Professional Experience:

Designer/Draftman, Baudizzone, Diaz, Erbin, Lestard y Varas, Arqs, Buenos Aires, 1977-1979
 Associate, Antonio Diaz y Asociados, Buenos Aires, 1980-86
 Staff Architect, CBT/Childs Berman Tseckares Inc, Boston, 1988-1989
 Gabriel Feld Architect, Boston, 1990-present

Selected Publications and Recent Research:

RISD Faculty Development grants for field and archival research connected with the "Reading the City" course and book: Istanbul (2009,) Cairo (2011) & Mumbai (2013)
 Shadrach Woods and the architecture of everyday urbanism
 (in "Time-Saver Standards for Urban Design", McGraw-Hill, 2003)
 Shad's 'Idee Fixe': Berlin Free University and the Search for Principles of Organization
 (in "Free University Berlin", Architectural Association, 1999)
 Reading the City (Book Project,) 2009-present

Licenses/Registration:

CPAU, Buenos Aires (Matricula Profesional No. 12989)
 Commonwealth of Massachusetts (License No. 8618)
 State of New Jersey (License No. AI16415)

Name: Scheri Fultineer

Courses Taught (Two academic years prior to current visit):

ARCH 2101/LDAR 2201 Design Principles
GRAD 125G The Dead
LDAR 2203 Site/Ecology/Design
LDAR 22-ST Landscapes of Return

Educational Credentials:

MTS Harvard Divinity School 1996
MLA Harvard Graduate School of Design 1996
BA Antioch College, Yellow Springs, Ohio 1977

Teaching Experience:

Rhode Island School of Design
Associate Professor, Department Head, Department of Landscape Architecture, 2011-present
Assistant Professor, Department of Landscape Architecture, 2010-2011
Design Critic, Department of Landscape Architecture, Harvard Graduate School of Design 1996-2009

Professional Experience:

Principal, Reisen Design Associates, 1998-present
Firm Collaborator, Reed|Hilderbrand, Watertown, MA

Licenses/Registration:

None

Selected Publications and Recent Research:

Lecture and discussion on "Integral Strands: Interweaving Social and Environmental Sustainability in Contemplative Communities" at University of Rhode Island, 2005
Reviewer and Advisor on "Principles of Practice: Women in the Dirt," 2013.

Professional Memberships:

None

Name: Elizabeth Dean Hermann

Courses Taught (Two academic years prior to current visit):

ARCH 1550 Frameworks: The Art and Ethics of International Engagement
ARCH 2101 Design Principles

Educational Credentials:

Ph.D. Harvard (Islamic Architectural and Urban History), 1996
MLA Cornell (Landscape Architecture/Urban Design), 1983
Johns Hopkins (part-time graduate studies in School of Public Health, Tropical Medicine and Infectious Disease), 1977-79
BS University of Vermont (Biology/Botany), 1977

Teaching Experience:

Rhode Island School of Design 1994-ongoing
Brown (Watson Institute for International Studies) 2005-11
Harvard 1991-99 part-time
MIT Aga Khan Program in Islamic Architecture, 1999
Radcliffe Institute 1988-1994
Washington University Saint Louis 1984

Professional Experience (selection only):

Institute for Sustainable Urban
Co-Founder and Director, 2001- on
Societies/ISUS (Boston, MA / Dhaka, Bangladesh / Kolkata, India)
Asian University for Women
Senior Advisor, AUW Support Foundation, 2003-05
Sasaki Associates
Associate; Designer and Project Manager, 1984-91
Watertown, MA landscape architecture/urban design

Licenses/Registration:

Licensed Landscape Architect

Selected Publications and Recent Research:

Founder and Co-Director (with Silvia Acosta), DESINE-Lab@RISD (applied research lab focusing on international development and design) – current work of resettlement of war refugees in Sri Lanka
“Designing Justice” (book in progress)
“Women, Gender and Urban Built Environments: South Asia”
Encyclopedia of Women & Islamic Culture, Leiden: Brill, 2006

Professional Memberships:

None

Name: Jonathan R. Knowles, RA

Courses Taught (Two academic years prior to current visit):

ARCH 2102, Architectural Design, Second Semester Core Studio, Spring 2013
ARCH W202, Advanced Studio, 2014 Solar Decathlon Competition, Winter 2013
ARCH 2156, Environmental Design I, Fall 2010 - Present
ARCH 2158, Environmental Design II, Spring 2006 - Present
ARCH 2198, Degree Project, Spring 2012
ARCH 21ST, Advanced Studio, Tall Building Workshop, Spring 2011
ARCH 2101, Design Principles, First Semester Core Studio, Fall 2009 - 2011
ARCH 2178, Integrated Building Systems, Fall 2006 - 2010

Education Credentials:

BArch, Rhode Island School of Design 1984
BFA, Rhode Island School of Design 1983

Teaching Experience:

Associate Professor, Rhode Island School of Design, Providence, RI, 2000 - Present
Adjunct Faculty, The Parsons School of Design, New York, NY, 2001 - 2003
Adjunct Professor, The City College of New York, New York, NY, 1994 - 2002
Adjunct Professor, Columbia University, New York, NY, 1996 - 2001
Visiting Professor, The State University of New York at Buffalo, 2000
Adjunct Professor, Cornell University, Ithaca, New York, 1998 - 2000
Adjunct Professor, Boston Architecture Center, Boston, Massachusetts, 1988 - 1989

Professional Experience:

Partner, BriggsKnowles A+D, New York, NY, 1997 - Present
Associate, Pasanella+Klein Stolzman+Berg Architects, PC, New York, NY, 1989 - 1996
Project Architect, TAMS/ Michael Dennis, Architects, Boston, MA, 1988 - 1989
Designer, Shepley Bulfinch Richardson and Abbott, Boston, MA, 1986 - 1987
Designer, N.G. Jacobsen, Consulting Engineers, Seattle, Washington, 1985

Licenses/ Registration:

Registered, State of Rhode Island, 2010
Registered, State of New York, 1998
Registered, State of Massachusetts, 1989
Certified member of NCARB

Selected Publications and Recent Research:

2014 Solar Decathlon Europe, Competition Entry Selection, €100,000
Deutscher Akademischer Austausch Dienst (DAAD), €9,000 award, 2011 & 2013
German Academic Foreign Exchange Service, Winter Travel Studios, Erfurt, Germany
"The Greenest Home: Super-insulated and Passive House Design" edited by Julie Torres Moskovitz, Princeton Architecture Press, June 2013, Freeman Residence
Architectural Record, "Low Energy, but High Impact", M Cockram, April 2011
Rhode Island Renewable Energy Fund Grant, \$70,000 Award, 2005 Solar Decathlon
Rhode Island Economic Development Corporation Grant, \$5,000 Award, 2005 Solar Decathlon
Rhode Island School of Design Research Foundation Grant, \$60,000 Award, 2005 Solar Decathlon
United States Department of Energy Grant, Office of Energy Efficiency and Renewable Energy, \$5,000 Award and Competition Entry Selection, 2005 Solar Decathlon

Professional Memberships:

American Solar Energy Society (ASES), 2009 - Present
Society of Building Science Educators (SBSE), 2008 - Present
Certified Passive House Consultant Passive House Institute US (PHIUS), 2009

Name: Kyna Leski

Courses Taught (Two academic years prior to current visit):

ARCH 2198 Degree Project Advising. Spring 2013.
ARCH 2141 Architectural Projection. Fall 2012.
ARCH 2198 Degree Project Advising. Spring 2012.
ARCH 2101 Design Principles. Fall 2011.

Educational Credentials:

MArch II. Harvard University Graduate School of Design 1988.
BrAch, The Cooper Union 1985.

Teaching Experience:

Professor, Department of Architecture, Rhode Island School of Design; 2003-present.
Associate Professor; 1996-2003.
Assistant Professor; 1989-1996.
Visiting Professor, China Academy of Art. Hangzhou, China. February –March 2011.
Professional Experience:
Principal, Architecture & Design. 1996 - present
Licenses/Registration:
None.

Selected Publications and Recent Research:

Storm's-Eye View: Observations on Creativity. Book in Progress on Creative Process.
"Re:making Architecture." RISD, Department of Architecture. March 2012.
Conceived, organized and ran a two-day event to ignite discussion about architectural education. Invited guest speakers included Cognitive Psychologist and Educational Theorist, Eleanor Duckworth; Senior Maverick at Wired Magazine, Publisher, Editor and Author of Out of Control, Kevin Kelly; School Reformer and Founding Partner of Big Picture Learning, Elliot Washor; Designer, Author, Pioneer of Information Architecture, Creator of TED, Richard Saul Wurman; Psychoanalyst, Professor Emeritus of Philosophy, Thomas Ewens; Architect and Educator, Sung Ho Kim; Neurologist, Writer and Authority on the neurological basis of hand skill, Frank R. Wilson, M.D.; Founder and Artistic Director of Community MusicWorks, Sebastian Ruth.
Chapter Six, Feminist Practices. Ashgate Publishers. December 2011.
Main stage presentation, "Cohering Entropy," at Poptech, annual conference, Camden, Maine. October 2009
Rhode Island Monthly, October 2009. "Annual Design Awards." Gold Medal for Commercial Construction Renovation (Shepherd of the Valley) and Silver Medal for Residential / New Construction Renovation (Eastside Addition).

Professional Memberships:

None

Name: Carl Lostritto

Courses Taught (Two academic years prior to current visit):

ARCH 2105 Making of Design Principles
ARCH 2141 Architectural Projection
ARCH 21ST Advanced Studio
ARCH 2142 Architectural Analysis

Educational Credentials:

M.S. Architectural Studies, Massachusetts Institute of Technology, 2012
MArch., University of Maryland, 2008
B.S., University of Maryland, 2006

Teaching Experience:

Assistant Professor, Rhode Island School of Design, 2012-2013
Instructor, Massachusetts Institute of Technology, 2012
Critic, Boston Architectural College, 2011-2012
Adjunct Faculty, Catholic University of America, 2009
Adjunct Faculty, University of Maryland, 2008-2010

Professional Experience:

Sole Practitioner, Design+Computation Consultancy, 2006Present

Licenses/Registration:

None

Selected Publications and Recent Research:

Cute Little Drawings, (Mole Magazine, 2013).
The Definition, Necessity and Potential of Drawing Computation (Computational Design DOSYA Issue 29, 2013).
Rendering Drawing (CLOG Journal, 2012).
Flat Spaces and Deep Planes: Evaluating the Spatial Potential of TwoDimensional Computationally
Generated Visual Stimuli (Coauthored with Theodora Vardouli, Proceedings of the 2011 Spatial Cognition for Architectural Design Symposium)
Drawn Animations (Testing to Failure, 2011)
Computation Without Computers ("CAAD | Cities | Sustainability" 5th Int'l Conference of the Arab Society for Computer Aided Architectural Design 2010)
Teaching SystemsThinking
with Algorithmic Process ("Digitizing Architecture: Formalization & Content"
Proceedings of The Fourth Conference of Arab Society for Computer Aided Architectural Design 2009)
Scripting Animation, Toward the Capture of Computational Topologies and the Articulation of Change
("Between Man and Machine, Integration/ Intuition / Intelligence" Proceedings of The Fourteenth Conference on ComputerAided
Architectural Design Research in Asia 2009)

Professional Memberships:

None

Name: Pari Riahi, Ph.D, AIA

Courses Taught (Two academic years prior to current visit):

ARCH 2146 Digital Constructs
 ARCH 2311-01 Degree Project Seminar
 ARCH 21ST-08 Advanced Studio
 ARCH 2141-02 Architectural Projection
 ARCH 21ST- 04 Advanced Studio
 ARCH 2311-01 Degree Project Seminar
 ARCH 2197-01 Degree Project Research
 ARCH 2142-03 Architectural Analysis
 ARCH 2198-03 Degree Project

Educational Credentials:

Ph.D., History and Theory of Architecture, McGill University, 2010
 March I., McGill University, 2003
 BArch, McGill University, 2001

Teaching Experience:

Rhode Island School of Design
 Assistant Professor, 2012-2013
 Critic, 2007-2012
 Lecturer, Massachusetts Institute of Technology, Spring 2012
 Critic, University at Buffalo, The State University of New York, Fall 2008

Professional Experience:

Principal, Pari Riahi Architects Inc., 2011
 Architect Designer, Machado and Silvetti Associates, Boston, 2007
 Architect Designer, Martha Schwartz Inc., Cambridge, 2006

Licenses/Registration:

Province of Quebec, Canada (OAQ)
 AIA (American Institute of Architects) and BSA (Boston society of Architects)

Selected Publications and Recent Research:

Ars et Ingenium: Embodied Imagination in Francesco di Giorgio's Drawings, Forthcoming Book, Routledge, 2014
 Rising measures: drawing over the Cites HLM in greater Paris, ongoing research, 2013
 Disjointed Continuity, presented at the Virtue of the Virtual Conference, Montreal Canada, May 2011
 Reading the city, Rewriting the city, presented at the City, Culture, Society, Technology Conference, Vancouver, Canada, November 2009
 Drawing the lines of Theory, presented at Interstices: under Construction Conference, Auckland, New Zealand, November 2009
 Francesco di Giorgio Martini's words and drawings, Invited talk at Palazzo Cenci, Rome, Italy, October 2009

Professional Memberships:

The American Institute of Architects, Boston Society of Architects, Order of the Architects Quebec, Canada

Name: Peter Tagiuri

Courses Taught (Two academic years prior to current visit):

ARCH LE05 World Architecture History
ARCH 2108-05 Urban Design Principles
ARCH 2198-02 Degree Project
ARCH 21ST-04 Advanced Studio
ARCH 8900-16 ISP Major Independent Study
Educational Credentials:
Diploma in Culinary Arts, Leith's, London 1997
M. Arch Harvard University Graduate School of Design School, Cambridge MA 1981
Academia Di Belli Arti, Rome, Italy (Bruno Munari & Silvio Coppola) 1976
BA Visual Studies & Comp Lit, Dartmouth College, Hanover, NH 1975

Teaching Experience:

Rhode Island School of Design
Professor of Architecture, 1987-Present
Department Chair, Architecture, 2001-2006
Visiting Professor CAA Hangzhou, China 2005-12
Chief Critic, EHP, RISD, Rome Italy 2009
Edinburgh University, External Examiner 2007-10
Visiting Lecturer, CAFA, CAA, China, CUHK Hong Kong (External Examiner) 2006
Lecturer: Ewa and Kyonggi Universities, Seoul, Edinburgh University 1996-2000
Professor, University of Edinburgh

Licenses/Registrations:

MA #6322
NY #021231-1
NCARB Certified # 35,879

Selected Publications and Recent Research:

AOI, London / Kilospace, Paris, / Citiarc, Hangzhou, SIPDRI Suzhou, Rutz Arkitekten, Zurich
Columnist for Modern Media Publications, Shanghai "Nurture and Shelter" May 2007
Published in ACSA Proceedings 1989-91
CAA Proceedings, Hangzhou, China 2003-7
CAFA Proceedings, Beijing China 2002
ETH Publications with Prof. Herbert Kramel 1992-3

Professional Memberships:

None

Name: Anne Tate

Courses Taught (Two academic years prior to current visit):

ARCH 2198 Degree Project Advising
ARCH 21ST Design Studio: Seasonal Variations
ARCH 2108 Core Design Studio: Urban Design Principles
ARCH 1519 Seminar: Beyond Green Urbanism with Damian White
ARCH 21ST Design Studio: Urban Eden
ARCH 21ST Design Studio: Roads, Rails, Trails, Revitalizing Fitchburg MA

Educational Credentials:

MArch, Harvard Graduate School of Design, 1983
AB, Princeton University, 1978

Teaching Experience:

Director, City-State, Urban Design Lab at RISD, 2004-present
Rhode Island School of Design
 Professor of Architecture, 2005- present
 Associate Professor of Architecture, 2001- present
 Assistant Professor of Architecture, 1993- 2001
Visiting Faculty, Yale University School of Architecture, 1994
Visiting Critic, Harvard GSD, Yale University, U.C. Berkeley, M.I.T. 1993-present

Professional Experience:

Serrafix, Boston MA, Planning consultant, 2007- present
Executive Office for Commonwealth Development, Commonwealth of Massachusetts
Special Assistant for Sustainable Development, 2003-2004
Abacus Architects & Planners, Boston and Wareham, MA: Founding Partner, 1989-2002;
Robert M. Wood Architects, Boston, MA, Project Architect, 1987-1989
Rock-Townsend Architects, London, England, Designer, 1986
August Associates, Boston, MA, Project Manager, 1985- 1986
Monacelli Associates, Cambridge, MA, Designer, 1983-1985

Licenses + Registration:

Registered Architect: Massachusetts 6657

Selected Publications and Recent Research:

"Massachusetts moves with Transit Towns", New England Environment, 2004
"The Mystic View Task Force", Sustainable Design White Papers, 2000
"Ebb Tide", Book Review, ArchitectureBoston, Spring 1999
The Bridgeport Museum, Art New England, Summer 1994
"Mother's House" book review, GSD News, Fall 1993
Harvard Architecture Review 5, editor, 1986

Professional Memberships, Awards:

Congress for the New Urbanism, founding member
Aspen Ideas Scholar 2010
American Institute Of Architects 1995 Young Architects Citation for Service to Communities
Progressive Architecture Affordable Housing Design Competition, First Prize, Designed and Built Prototype, 1991
Boston Society of Architects, Women in Architecture Traveling Exhibition, First Prize

Name: Wilbur E. Yoder

Courses Taught (Two academic years prior to current visit):

ARCH 2152 Statics & Strength of Materials
ARCH 2155 Concrete & Reinforced Masonry
ARCH 2158 Integrated Bldg. Systems
ARCH 2115 Energy: Realities & Alternatives
ARCH 2158 Integrated Bldg. Systems
ARCH 2115 Energy: Realities & Alternatives
ARCH 2168 High Performance Buildings

Educational Credentials:

M. Arch. Eng. University of Illinois 1963
Post Graduate Studies URI-Ocean Engineering 1972-1978
B. Arch. Rhode Island School of Design 1962

Teaching Experience:

Rhode Island School of Design
Assistant Professor RISD, Dept of Arch 1964 -- 68
Associate Professor RISD, Dept of Arch 1968 -- 76
Professor RISD, Dept of Arch. 1976 to Present

Professional Experience:

Owner: Wilbur E. Yoder, AIA, PE., 2005 to present
Consultant: Yoder+Tidwell, Ltd., 1995-2005
President: The Yoder Corporation, 1984-95
Owner: Wilbur E. Yoder Assoc., 1970-84
Partner: Yoder & Keegan, 1968-70
Intern: Kiely-Irza & Assocs. 1961-68

Licenses/Registration:

Architect: Rhode Island & Florida
Structural Engineer: Rhode Island, Massachusetts, Connecticut, Delaware

Professional Membership:

R. I. Board of Exam. & Reg. of Architects – 2005 – 2012
E. G. Schools: Oversight Comm., 2002 to 2004
Facilities Comm., 2004 to 2008
Building Comm., 2008 to present
NCARB Exam Committee – 1980 – 95, & 2005 – 10
E. G. Historic Preservation Commission – 1983 – 2010
E. G. Rotary Club, 1970 to Present
American Institute of Architects & RIAIA – 1968 to Present
National Society of Professional Engineers
Construction Specifications Institute

Name: Tulay Atak

Courses Taught (Two academic years prior to current visit):

ARCH 21-1-01 Design Principles
 ARCH 21ST-03 Advanced Studio: Bigger Than A Building: Recon. Megaform in Istanbul
 ARCH 2046-01 Writing Architecture: History of Theory and Criticism
 ARCH LE05-01 World Architecture

Educational Credentials:

PhD in Architecture and Urban Design, UCLA 2006
 Paris Program in Critical Theory, EHESS-UCLA, 2002
 BArch, Middle East University, Ankara, Turkey 1997

Teaching Experience:

Architecture Critic, RISD 2008-Present
 Visiting Assistant Professor, Cornell University 2010-2011
 Full-time faculty member, SCI-Arc 2005-2008
 Visiting Lecturer, CalPoly 2007-2008

Professional Experience:

Schwirth & Erman, Hannover, Germany 1996
 Baytur A.Ş., İstanbul, Turkey 1995

Licenses/Registration:

None

Selected Publications and Recent Research:

"Byzantine Modern: Displacements of Modernism in Istanbul," PhD Dissertation, UCLA, 2006.
 "No Assembly Required." Cornell University, Hartell Gallery September 2010.
 "'Wortkunst'" in Turkish: Leo Spitzer and the Development of Humanities in Turkey" (includes the translation of Leo Spitzer's essay "Learning Turkish" (1935)), forthcoming in PMLA 126.3 (2011).
 "Photogeny of Axonometry: Choisy's Techniques between Building Construction and Image-making." La Construction Savante, eds. Jean-Philippe Garric, Valerie Negre and Alice Thomine-Berrada. Picard: Paris, 2008.
 "Let me Illustrate: Interview with Neil Denari." ArcCA 3 (2005), "Drawn Out" special issue on architectural drawing.
 "A 'Difficult Whole': Tourism, Urban Space, and Istanbul in the Western Architectural Discourse" (2002) IASTE

Professional Memberships:

None

Name: Ian Baldwin

Courses Taught (Two academic years prior to current visit):

ARCH W204 Architectonics

Educational Credentials:

MArch, University of Pennsylvania, 2006

B.A., New York University, 1995

Teaching Experience:

Adjunct Professor: Rhode Island School of Design, 2011-13

Adjunct Professor: Wentworth Institute of Technology, 2010-2013

Adjunct Professor: Northeastern University, 2010-2012

Adjunct Professor: Roger Williams University, 2010

Adjunct Professor: Boston Architectural College, 2010

Adjunct Professor: New York University, 2006-07

Professional Experience:

Project Architect, Pratt Institute, Brooklyn, NY, 2008-09

Architectural Designer, STV Inc. and Downtown Design Partnership, New York, NY, 2007-08

Architectural Designer, Perkins Eastman, New York, NY, 2008

Licenses/Registration:

None

Selected Publications and Recent Research:

ArchitectureBoston, Spring 2013. "Genius Loci: The Unplace" (land use, Boston).

Design Observer: Places, June 18 2012. "Rolling to a Stop" (parking lots and urbanism).

ACSA National Conference, Boston, March 2012. "From the Park to Parking: the evolution of suburban mobility" (paper presentation and panel discussion).

ArchitectureBoston, Spring 2012. "Seen: Lincoln Center."

ArchitectureBoston, Summer 2011. "Infrastructure 2011: A Strategic Priority" (review). "Too Big to Fall"

Design Observer: Places, May 19 2011. "The Architecture of Harry Weese."

ArchitectureBoston, Winter 2011. "The Urban Spectator" (review).

ArchitectureBoston, Fall 2010. "Great Public Squares" (review).

ACSA Northeast Conference, University of Hartford, October 2010. "From the Park to Parking: the evolution of suburban mobility." (paper presentation and panel discussion).

Metropolis Online, April 14, 2010. "The Grid Book" (review).

The Architectural Review (UK), March 1 2010. "Architectural responses to the Haitian earthquake reveal misplaced motives."

Design Observer: Places, March 1 2010. "Reading Rudolph" (Paul Rudolph).

Design Observer: Places, February 3 2010. "Architect, Park Thyself" (parking garage architecture).

Design Observer: Places, October 15 2009. "The Past is Promenade" (High Line, New York).

Design Observer: Places, October 9 2009. "Mind the Map" (London Underground).

Places, vol. 21, iss. 1 (Spring 2009). "A Tale of Two Points" (Queens, NY).

ArchitectureBoston, Winter 2009. "Points of View" (infrastructural representation).

Professional Memberships:

Editorial Board, ArchitectureBoston

Contributing Editor, Design Observer Places

Name: Anastasia Congdon

Courses Taught (Two academic years prior to current visit):

ARCH 2108 Urban Design Principles
ARCH 2101 Making of Design Principles
ARCH 2102 Architectural Design

Educational Credentials:

MArch, University of California at Berkeley 2001
Bachelors of Science in Speech, Northwestern University 1992
Concentration: Critical Theory & Semiotics, Sorbonne, Paris, France 1991

Teaching Experience:

Professor, RISD 2008- Present

Professional Experience:

Principal – Anastasia Congdon / Design Studio Providence, RI
Design Collaboration - Bohlin Cywinski Jackson Architects, San Francisco, CA
Senior Associate – Friedrich St. Florian Architects, Providence, RI 2000

Licenses/Registration:

None

Selected Publications and Recent Research:

2010 Morgan, William. Unlikely Neighbors. Design New England, March/April.
2009 Skin Deep: Light as Air. RISD Architectural Series: Providence RI
Fulweiler, Megan. Cliffhanger: Gold. Rhode Island Monthly, October.
Morgan, William. A New House on College Hill. Providence Journal, June 8.
Silander, Liisa. Making the Unexpected. RISDViews, Fall edition. (
Raabe, Xenon. Velux Helps Light the Way to Urban Farming. RISD Website, Division of Architecture & Design /
News & Research.
2008 Skin Deep: The Enclosure of Buildings. RISD Architectural Series: Providence RI

Professional Memberships:

Japan Architecture Academy, Member. 2004

Name: Manuel Cordero Alvarado

Courses Taught (Two academic years prior to current visit):

ARCH 2102 Architectural Design

Educational Credentials:

MArch., University of California, Berkeley

B.A., Yale University

Teaching Experience:

Adjunct Professor, Rhode Island School of Design, 2008-present

Professional Experience:

President and Founder of Down city Design, 2009 - Present

School Construction Coordinator, RI Department of Education, 2009-present

Project Architect, 3SIX0, 2007-2009

Project Manager, Lerner Ladds + Bartels, 2006-2007

Licenses/Registration:

Rhode Island

Selected Publications and Recent Research:

"Function Follows Form: Building the Foundations for Student Achievement Employing a Place Based Learning Approach," Educational Facility Planner, Volume 45: Issue 3, Page 24-28.

Net Zero: Blazing a Trail for School Construction – Build Boston, Boston, MA (2010)

Reweaving the Historic Urban Fabric of San Juan - Puerto Rican Studies Association, San Juan, PR (2008)

Mexico City: Urban Form Shaped by Water – MIT Department of Architecture, Boston, MA (2007)

Building Memory: Reading the Past in the Present City – UC Berkeley Lecture Series, Berkeley, CA (2004)

Professional Memberships:

Down City Design

American Institute of Architects

National Council of Architectural Registration Board

Council of Educational Facility Planners

Name: Peter Dorsey

Courses Taught (Two academic years prior to current visit):

ARCH 2142 Architectural Analysis
ARCH 2142 Digital Representation

Educational Credentials:

MA Science in Advanced Architectural Design, Columbia University, GSA, 1997
BArch, University of Houston, College of Architecture 1991

Teaching Experience:

Rhode Island School of Design 2008, 2011-13
Critic: Second year digital design and production classes +FARM Buffalo 2011-12
Co-Director: Yearly design/ build workshop
Assistant Professor, New York Institute of Technology/ Bahrain 2008-10

Professional Experience:

HD Systems. 2 Prince Street #5011, Brooklyn, NY 2007-13
Senior Designer/ Partner
Acconci Studio. 20 Jay Street #215, Brooklyn, NY 2000-06
Senior Designer/ Project Manager
Asymptote Architecture. 561 Broadway 5A, New York, NY 1999
Designer

Licenses/Registration:

None

Selected Publications and Recent Research:

Critical Voice's LA TABLE RONDE. Architecture and Performativity: A Techno Future. Thesis development for round table discussion, 2012
Non-Stop [proposal] Van Alen Institute "Life at the Speed of Rail" Design Competition, Honorable Mention. Collaboration with Freecell, 2011
Strata and Sound: The Adhan as Urban Operating Procedure [paper] published in MONU: magazine on urbanism Issue #10, Winter 09: www.monu-magazine.com. 2009

Professional Memberships:

NCARB
United Scenic Artists Local USA 829

Name: Thomas W. Gardner

Courses Taught (two academic years prior to current visit):

ARCH 2121 Degree Project Seminar: Ways of Making: Work, Labor, Action!

ARCH 2102 Architectural Design Studio

ARCH 2198 Degree Project

Educational Credentials:

Brown University, Sheridan Center for Teaching & Learning, Certificate I, 2010

Master of Architecture, Cranbrook Academy of Art 2006

BArch, University of Texas at Austin 1990

Teaching Experience:

Rhode Island School of Design

Critic, Department of Architecture, 2007-Present

Critic, Division of Graduate Studies, 2013

Parsons, The New School of Design, Lecturer, School of Constructed Environments, 2009

Lawrence Technological University, Professor of Architecture, Adjunct 2005-2007

Professional Experience:

Complementary & Alternative Practice, Co., New York / Texas / Santa Fe / Providence, 1996 - Present

Housing Operative, Detroit / Providence, 2006 – Present

Tsao & McKown Architects, New York, 2001-2004

Stanley Saitowitz Office, San Francisco, 1990-1996

Steven Holl Architects, New York, 1989-1990

Tod Williams Billie Tsien Architects, New York, 1988-1989

Selected Publications and Recent Research:

Lyceum Fellowship Competition, 2013, Here & Now: A Call to Action, Co-Author / Co-Jury Chair

"Le Volume Bleu et Jaune: In Translation," RISD Professional Development Grant, 2012-2013

MoMA / MoMAPS1, Manhattan Embassy 2012

"Urbanized" Film Production & Design, 2011

"Chaos & Classicism: Art in France, Italy & Germany 1918-1936" Solomon R. Guggenheim Museum New York /

Guggenheim Bilbao 2010

"Considering Architecture: Sustainable Designs from Detroit" Museum of Contemporary Art Detroit 2008

Professional Memberships:

Robert Wood Johnson Foundationm Organizing Committee

Southside Community Land Trust, Providence, RI

Name: David Gersten

Courses Taught (Two academic years prior to current visit):

ARCH 2198-05 Degree Project

Educational Credentials:

BArch. Cooper Union 1991

The New School for Social Research 1990

School of Architecture, New York Institute of Technology 1987

Teaching Experience:

Professor, Rhode Island School of Design 2006-Present

Professor, The Cooper Union 1991-Present

Professor, United Nations International School 2011-Present

Professional Experience:

Founding director of Arts Letters & Numbers, an education, theater, film and publishing company

Licenses/Registration:

None

Selected Publications and Recent Research:

"Arts Letters & Numbers: New Disciplinary Geographies" Essay within Making the Geologic Now, Punctum Book, New York, 2013.

"On Drawing and Friendship" Essay in Exhibition Catalogue, Danish Architecture Center, Copenhagen, 2012.

"Nacho Criado Leap into the Abyss and found it only came up to his knees" Essay in Exhibition Catalogue of Museo Nacional de Arte Reina Sofia, Madrid, 2012.

RES: Anthropology and Aesthetics, the Peabody Museum

Ineffable; Architecture Computation and the In-expressible

Hunting Life: A Forever House, a collection of Professor Gersten's drawings and writings.

Visible Insight: Science, Art & Design Research & Collaborative Practice in Rhode Island. 2009-2010.

Professional Memberships:

None

Name: Michael Grogan, RA, LEED AP, NCARB

Courses Taught (Two academic years prior to current visit):
ARCH LE22 Modern Architecture

Educational Credentials:

MArch., Yale University, 2006

BArch., University of Arkansas, Fayetteville, 1995

Teaching Experience:

Lecturer, Rhode Island School of Design, 2012-present

Lecturer, Northeastern University 2007-present

Teaching Fellowships, Yale University, 2005-2006

Professional Experience:

Principal, Michael Grogan Architecture. Brookline, MA. 2008-present

Associate, Koetter Kim and Associates, Boston, MA. 2006-2008

Designer, Trivers Associates, St. Louis, MO. 2002-2004

Designer, Architecture, Incorporated, Memphis, TN. 1996-2002

Intern, Architekton, Tempe, AZ. 1995-1996

Licenses/Registrations:

Massachusetts Board of Registration of Architects

New York Board of Registration of Architects

LEED Accredited Professional

National Council of Architectural Registration Boards

Selected Published Design Work:

Regenerative Infrastructures; Fresh Kills Park NYC, Land Art Generator Initiative (Prestel Publishing, May 2013)

"Shortlist for Urban Splash/Muse Home Competition" (Building Design. January 2009)

The Bell Labs Charrette: A Sustainable Future (AIA New Jersey and DCOMOMO-US, 2008)

Retrospecta 2005/2006 (Yale School of Architecture)

Retrospecta 2004/2005 (Yale School of Architecture)

Professional Memberships:

The American Institute of Architects, 1995-2010

The National Trust For Historic Preservation, 2002-present

Name: Mr. Kenneth A. Lewis, AIA

Courses Taught (Two academic years prior to current visit):

ARCH 21ST-03 Tall Building Studio

Educational Credentials:

MArch, Harvard University Graduate School of Design, 1985

BArch, Rhode Island School of Design, 1983

BFA, Rhode Island School of Design, 1983

Teaching Experience:

Part-Time Faculty, Parsons The New School for Design, 2009-present

Design Juries, Rhode Island School of Design, Columbia and Parsons The New School for Design

Research Experience:

Center for Architecture Sciences and Ecology (CASE), Principal

Professional Experience:

Managing Director, Skidmore, Owings & Merrill, LLP, NY, NY, 1986-present

Licenses/Registration:

NCARB

Selected Publications and Recent Awards by Project:

The 9/11 Commemorative Issue, (The Rivertowns Enterprise, 2011)

Finally, Ground Zero's New Shape Starts to Emerge, (The Independent-UK, 2011)

Civil Unions: How the Ironworkers & Carpenters Teamed Up at 7 WTC & Changed the Way We Build, (New York Observer, 2011)

Get to the Point: If anyone can save 1WTC's Symbolic Spire, It is the Dursts, (New York Observer, 2011)

9/11 Special on Environmental Challenges, (Globo TV – Brazil, 2011)

World Trade Center, (Monocle, 2011) 9/11/11, (New York One, 2011)

One World Trade Center's Many Meanings, Some Visible Some Not, (DownTown Express, 2011)

Active Envelopes: Kinetic Facades in New Architecture, (Images Publishing Group Pty Ltd, 2012)

Rebuilding Ground Zero and construction challenges, (Valeurs Actuelles-France, 2012)

One World Trade Center Base, (US Glass Magazine, 2012)

Sustainable Skyscrapers, (Bloomberg, 2012)

Rebuilding Ground Zero, (Form Magazine, 2012)

One World Trade Center, (Arkitektetur - Scandinavia, 2013)

Time Warner Center Awards

New York Construction-Project of the Year (2003); Municipal Art Society of New York-MASTerwork Award (2004);

Urban Land Institute-Award for Excellence: The Americans (2005)

7 World Trade Center Awards

AIA New York State-Design Award Citation (2006); Chicago Athenaeum-American Architecture Award (2006);

New York Construction Best of 2006 Awards-Award of Merit (2006); MIPIM-Special Jury Award (2007); Illuminat-

ing Engineering Society New York Chapter-Lumen Award of Excellence (2007); Illuminating Engineering Society

North America-Paul Waterbury Award for Outdoor Lighting Award of Distinction (2007); Society of Environmental

Graphic Designers-Innovation in Environmental Graphics and Wayfinding (2007)

1 World Trade Center Awards

Concrete Industry Board-Roger H. Corbetta Awards Program (2012)

Professional Memberships:

The American Institute of Architects

U.S. Green Building Council

National Council of Architecture Registration Board

New York Building Congress, Architect Leadership Council

Name: Enrique Martínez

Courses Taught (Two academic years prior to current visit):

ARCH 21ST Sankofa: a food-centric development for the South of Providence
ARCH 2198 Thesis advisor
ARCH 21ST Scales of Operation on the waterfront: The Brooklyn Navy Yard
ARCH 21ST Form and form-making in architecture
ARCH W202 Transfer Studio

Educational Credentials:

MA. of Industrial Design, Rhode Island School of Design 1998
Escuela Técnica Superior de Arquitectura de Madrid, Título de Arquitecto Superior 1990

Teaching Experience:

Rhode Island School of Design. Senior Critic 1998-Present
Visiting Professor, American University of Sharjah (UAE), 2009-2010
Guest Critic, Universidad Veritas (Costa Rica) 2007
Visiting Designer, Centro (Mexico) 2005-2006
Workshop Leader, Cooper-Hewitt National Design Museum (USA) 2004-2005

Professional Experience:

Founder and Director, Muchi East LLC. Providence, RI (since 2005) :: Co-Founder and Principal, Estudio De Arquitectura. Madrid, Spain (1994-1996)

Licenses/Registration:

Registered architect in Spain and the EU since 1990

Selected Public. / Recent Research:

Visual Culture in the Gulf. Gerlach, Berlin (upcoming) Contributor: Hyper-contextual megastructures: a vision into new architectural identities for the UAE.
Fields Point: an ecology of mixed values. RISD, Providence, 2007. Co-author
Spark! Design and Locality. University of Art and Design Helsinki, Helsinki, 2004. Contributor: Metroprocess: The Studio as Interface
Material Legacies: bamboo. RISD, Providence, 2000
Co-Editor

Professional Memberships:

International Associate, American Institute of Architects
Member, Industrial Designers Society of America
Member, SIG Design Creativity, The Design Society
Colegio Oficial de Arquitectos de Madrid, Member / Registered Architect

Name: Olga Mesa

Courses Taught (Two academic years prior to current visit):

ARCH 2101-05 Design Principles
ARCH W202-03 Studio: Habitat and Construction in Ecuador
ARCH 2102 -06 Design Principles

Educational Credentials:

BArch, Rhode Island School of Design 2000
BFA, Rhode Island School of Design 1999

Teaching Experience:

Adjunct Faculty. RISD 2006-Present

Professional Experience:

3six0 Architecture, Providence, Rhode Island 2006 – Pres.
Lorcan O'herlihy Architects, Culver City, California 2004 – 2006
Gensler Architecture, Design and Planning Worldwide, Santa Monica, California 2001 – 2004
BTA INC., Bobrow Thomas and Associates Westwood, California 2000 – 2001

Licenses/Registration:

N.C.A.R.B. Certificate, Completion of the Intern Development Program 2010
LEED AP. Leadership in Energy and Environmental Design Accredited Professional with
specialization in Building Design and Construction 2002

Selected Publications and Recent Research:

ArchDaily "Paschke Danskin Double Loft" 2011
De/construct I Architectural Installations Exhibition 2007
American Institute of Architects Henry Adams Gold Medal for excellence in design 2000
X--Large Grant, Rhode Island School of Design, Providence, Rhode Island 1999

Professional Memberships:

None

Name: Ijlal Muzaffar

Courses Taught (Two academic years prior to current visit):

ARCH H401 Positions and Practice: Theory and Fieldwork of Humanitarian Design in a Global World
GRAD 133G The Cutting Edge: Design, Development, Globalization
LAEL LE22-01 Modern Architecture

Educational Credentials:

Ph.D. History, Theory, and Criticism of Architecture and Art; Massachusetts Institute of Technology 2007
MArch., Princeton University 1998
BA of Science in Design, Arizona State University 1994
BA of Science in Mathematics and Physics, University of Punjab 1990

Teaching Experience:

Assistant Professor, Rhode Island School of Design 2010 – Present
Visiting Faculty, Department of History of Art, Indiana University 2009-2010
Visiting Assistant Professor School of Architecture and Planning, Massachusetts Institute of Technology 2009

Professional Experience:

None

Licenses/Registration:

None

Selected Publications and Recent Research:

"Editorial," Future Anterior: A Journal of Historic Preservation, Special Issue, "Globalization and Preservation," May 2012
"Boundary Games: Ecochard, Doxiadis, and the Refugee Housing Projects under Military Rule in Pakistan, 1953-1959," in Aggregate: Governing by Design, A. Dutta, T. Hyde, and D. Abramson, eds. (Pittsburgh: University Press, 2012).
"Fuzzy Images: The Problem of Third World Development and the New Ethics of Open-ended Planning and the Joint Center of Urban Studies at Harvard and MIT," in A Second Modernism: Architecture and MIT in the Post-War, A.Dutta ed. Forthcoming, 2012.
Review, Serial02 Reader: The Cities of Everyday Life, Bagshi, Lovink et. al. eds. New Delhi: Excellent Printing House, 2002. Fall 2005 in CAA Reviews
Review, Thomas Lekan, Imagining the Nation in Nature: Landscape preservation and German Identity, 1885-1995. Cambridge, MA: Harvard University Press, 2004. Forthcoming in Seminar: A Journal of Germanic Studies, Toronto: University of Toronto Press.
Review, Peter Eisenman, Eisenman Inside Out: Selected Writings, 1963-1998. New Haven: Yale University Press, 2004. Future Anterior: A Journal of Historic Preservation, Spring 2005.
"Aesthetics of (R)evolution: Nature, Nation, and the Natural Sciences in Nineteenth Century Germany," in Compar(a)isons: An international Journal of Comparative Literature, no. 2, 1998.
"Necessary Errors and Successful Failures: Negotiations of Identity in Le Corbusier's Designs for Algiers and Chandigarh," in Conference Proceedings, Theaters of Decolonization: Architecture [Agency] Urbanism, Chandigarh, India, Jan 6-10, 1995.

Professional Memberships:

Architecture Honor Society, member since 1994.

Name: Erik Anders Nelson, PE, SE

Courses Taught (Two academic years prior to current visit):

ARCH 2155 Concrete and Masonry Design
ARCH 2152 Structural Analysis
ARCH 2168 High Performance Structures
ARCH 2155 Concrete and Masonry Design
ARCH 2152 Statics and Strength of Materials

Educational Credentials:

MEng Structural Engineering, Massachusetts Institute of Technology, 1999
BS Civil Engineering, Washington University in St Louis, 1997
BA Physics and Math, Lake Forest College, IL, 1996
Teaching Experience:
Adjunct Professor, Rhode Island School of Design, 2012

Professional Experience:

Structures Workshop, Inc. / Providence RI 2008-Present
Odeh Engineering / North Providence RI 2005-08
Guy Nordenson and Associates / New York NY 2003-05
McLaren Engineering / West Nyack NY 2002-03
Thornton-Tomasetti Engineers / New York NY 1999-2002
HDR Engineering, Inc. / Pittsburgh PA 1998

Licenses/Registration:

RI, CT, NY, IL, ME, NH, MA and DC

Selected Publications and Recent Research:

"Socrates, How is Knowledge Attained?" April 2013 Structure Magazine, 2013
"Economical Welds" Jan 2013 Modern Steel Construction Magazine, 2013
"Manifesto for Individual Growth" June 2012 Structure Magazine, 2012
"What is Structural Engineering, exactly?" March 2012 Structure Magazine, 2012
"What makes an Engineer, an Engineer?" Jan 2012 Structures Congress Proceedings, 2012
"Simple Shear Connections - Not So Simple" April 2011 Structures Congress, 2011
"Making Connections - The Linked Hybrid" March 2011 Civil Engineering Magazine, 2011
"Twilight of the Idols" March 2008 Modern Steel Construction Magazine, 2008
"World Trade Center Building Damage Survey" 2003 (GNA, TT, SEONY), 2003

Professional Memberships:

None

Name: Dietrich C Neumann

Courses taught (Two academic years prior to current visit):

URBN 1900 Joint Brown/RISD Urban Design Studio
ARCH 21ST Advanced Studio

Educational Credentials:

Ph.D. Munich Technical University 1988
MArch Munich Technical University 1982

Teaching Experience:

Brown University: since 1989
Yale University: 2008-2010
Architecture School University of Porto: 2010-2013

Professional Experience:

None.

Selected Publications and Recent Research:

“Politik und Architektur: der Bau der Ford Foundation in New York” in: Uwe Kiessler (Hg.), Winfried Nerdinger. Architektur im Museum 1977–2012, (München, Detail Verlag 2012): 182-195;
“When Democracy Builds: Frank Lloyd Wright - Usonia,” in: Winfried Nerdinger (Hrsg.), L'Architecture Engagée: Manifeste zur Veränderung der Gesellschaft (Detail Publisher Munich 2012) 276-289;
„Film und Licht. Neue Medien in der Architektur und die Architektur als Medium“ in: Wolfgang Sonne (Ed.) Die Medien der Architektur, Hatje Cantz Verlag, 2011: pp. 99-130;
„Can one live in the Villa Tugendhat? – a sketch“ in Wolkenkuckucksheim – Internationale Zeitschrift zur Theorie der Architektur, 17/32 2012, pp. 87-99;
“The Structure of Light: Richard Kelly and the Illumination of Modern Architecture” (Yale University Press, 2010)
“Luminous Buildings/Architecture of the Night” (Hatje-Cantz Verlag, Stuttgart, 2006)
“Richard Neutra’s Windshield House” (Yale University Press, Harvard University Art Museums, November 2001)

Professional Memberships:

Society of Architectural Historians
European Architectural History Network
International Association for the Study of Traditional Environments

Name: David M. Pollak, AIA, NCARB, LEED AP BD+C

Courses Taught (Two academic years prior to current visit):

ARCH 21ST Advanced Studio: "Seasonal Variations: A New Arts Campus in Rockport, Maine"

Educational Credentials:

MArch., Harvard GSD, 1984

A.B., Dartmouth College, 1978

Teaching Experience:

Adjunct Professor, Roger Williams University School of Architecture, 1989-2003

Adjunct Professor, Rhode Island School of Design, 2000-2002, 2005, 2013

Professional Experience:

Director of Planning, Design and Construction, Whitinsville Redevelopment Trust, 1984-86

Designer/Project Architect, Robert M. Wood Architects, Boston, MA, 1986-89

Founding Partner and Principal, Abacus Architects + Planners, Boston, MA 1989-present

Licenses/Registration:

Massachusetts

Maine

Selected Publications and Recent Research:

"Planning Strategies for Affordable Housing". NEAPA Conference, Newport, RI, 2005

"Visualizing Density in the Village". Perspectives on Economic Development & Affordable Housing in the Borderlands Conference, Stonington, CT, 2006

Professional Memberships:

The American Institute of Architects

National Council of Architectural Registration Boards Certificate Holder

LEED Accredited Professional, Building Design and Construction

Name: Joshua Nathan Safdie

Courses Taught (Two academic years prior to current visit):

ARCH 21ST Advanced Architecture Studio
ARCH 2108 Urban Design Principles

Educational Credentials:

Rhode Island School of Design, Master of Architecture 2001
Brown University, Bachelor of Arts, 1995

Teaching Experience:

Berkeley Prize Teaching Fellowship, 2013-2014
Studio Instructor, Massachusetts College of Art and Design, 2013
Thesis Reviews, Rhode Island School of Design, 2010-2013
Thesis Critic, RISD Department of Interior Architecture, 2013
Studio Reviews, Northeastern University, 2011-2013
Studio Reviews, Wentworth Institute of Technology, 2011-2013
Studio Reviews, Roger Williams University, 2012
Scholar in Residence, Taliesin, The Frank Lloyd Wright School of Architecture, 2008
Foundation Studios, Advanced Studios, Thesis, Boston Architectural College, 2001-2008

Professional Experience:

Studio Director, Institute for Human Centered Design, Boston, MA, 2008-2012
Director of Foundation Studios, Boston Architectural College, Boston, MA, 2004-2008
Partner, Open Studios Architects, Cambridge, MA, 2002-2004
Architectural Designer, Payette Associates, Boston, MA, 2001-2002

Selected Publications:

The Accessible Home: Designing for All Ages and Abilities, Deborah Pierce, Taunton Press, 2012
"Home for the Long Run," Linda Matchen, The Boston Globe, November 14, 2012.
"Forward Thinking", Kyle Hoepner, New England Home, May/June 2012.
"Accessible by Design: Innovative Practices to Achieving Universal Design and ADA Compliance, " Celeste Novak AIA, LEED AP, Architectural Record, August 2011.

Professional Memberships:

Member, American Institute of Architects; Boston Society of Architects

Name: Brett H Schneider

Courses Taught (Two academic years prior to current visit):

ARCH 2153 Wood Structures

ARCH 2154 Wood and Steel

Educational Credentials:

M.Eng, Princeton University 2000

BA, Williams College 1994

Teaching Experience:

Visiting Lecturer, Rhode Island School of Design 2012-present

Visiting Critic, Parsons The New School for Design 2012-2013

Visiting Lecturer, Cornell University 2009-2011

Adjunct Assistant Professor, Columbia University 2003-2005

Teacher, Northwood School 1994-1997

Professional Experience:

Senior Associate, Guy Nordenson and Associates Structural Engineers 1998–present

Licenses/Registration:

None

Selected Publications and Recent Research:

WTC Emergency – Damage Assessment of Buildings Structural Engineers Association of NY Inspection of September and October 2001 Volume A Summary Report, and B-F on DVD, SEAoNY, New York NY 2003

"CAMBER", Sci-Arc, Los Angeles, CA 2004 (Exhibition installation)

"Glass Pavilion, Toledo Museum of Art" with Guy Nordenson in Structural Engineering International, February 2008

"Building Blocks" with Kevin C. Poulin and Sean M. O'Brien, in Civil Engineering, January 2008

"Desarrollo de la Estructura de las Cajas" in Tectonica 29 Estructuras Apiladas, 2009.

Joseph Grima and Karen Wong, "Backstage: Jonas Elding, Florian Idenburg, Toshi Oki, and Brett Schneider in Conversation" in Shift: SANAA and the New Museum, New Museum of Contemporary Art and Lars Muller Publishers, 2008

"A Tale of Two Challenges" with Guy Nordenson in Think/Make Della Valle Bernheimer, Princeton Architectural Press, 2009.

Professional Memberships:

None

Name: Warren R. Schwartz, FAIA

Courses Taught (Two academic years prior to current visit):

ARCH 21ST Advanced Studio

Educational Credentials:

Harvard University, Graduate School of Design Master of Architecture in Urban Design, 1967

Cornell University, Bachelor of Architecture, 1966

Teaching Experience:

Adjunct Professor of Architecture, Rhode Island School of Design, 2012 - Present

Adjunct Professor of Architecture, Harvard University, GSD, 1981 - 82

Adjunct Professor of Architecture, Cornell University, Ithaca, NY, 1980

Adjunct Professor of Architecture, Rhode Island School of Design, Providence, RI, 1979

Adjunct Professor of Architecture, Bennington College, Bennington, VT, 1978

Professional Experience:

Schwartz/Silver Architects, Inc., Boston, MA, 1980 - Present

Founding Principal

Charles G. Hilgenhurst & Associates, Boston, MA, 1973 - 79

Perry, Dean & Stewart, Boston, MA, 1972 - 73

Housing Corporation of America, Miami, FL, 1971 - 72

Planning Design Group, Boston Redevelopment Authority, Boston, MA, 1967 - 71

Licenses/Registration:

Registered Architect: MA, AR, CT, ID, NJ, OH

NCARB Certification

Selected Publications and Research:

Honor Award, Boston Society of Architects - Tanglewood 2 House, 2009

2008 National Honor Award, American Institute of Architects -Shaw Center for the Arts, Baton Rouge, LA.

2007 National Honor Award, American Institute of Architects – Lafayette College Library, Easton, PA (Schwartz/Silver Associate Architect to Ann Beha Architects).

National Honor Award, American Institute of Architects - Shaw Center for the Arts, 2008

2000 National Honor Award, American Institute of Architects – Hyde Park Branch Library, Boston, MA.

1994 National Honor Award, American Institute of Architects -Firehouse Arts Center, Newburyport, MA.

National Library Award, American Institute of Architects and the American Library Association - MIT Rotch Library, 1993

1991 National Honor Award, American Institute of Architects -360 Newbury Street, Boston, MA (with Frank O. Gehry and Associates).

National Honor Award, American Institute of Architects - the House at Tanglewood, 1990

Professional Memberships:

None

Name: Friedrich St. Florian

Courses Taught (Two academic years prior to current visit):

ARCH 21ST-07 Advanced Studio: Reinventing the Providence Arcade

ARCH 21ST-02 Advanced Studio: Land Use Planning: Reconnecting the City

Educational Credentials:

Honorary Doctor of Fine Arts – Brown University 2006

MArch – Columbia University 1974

BArch - Graz University of Technology 1960

Teaching Experience:

Professor, Columbia University

Professor, Rhode Island School of Design 1963-Present

Professional Experience:

Principal of Friedrich St. Florian Architects, Providence, Rhode Island.

Winning Design, National Design Competition, General Service Administration: World War II Memorial, Washington, DC 1997

Licenses/Registration:

None

Selected Publications and Recent Research:

Design Award (Gold), RI Monthly Magazine, Decof Residence, Providence, RI, 2009

Elected to the College of Fellows, American Institute of Architects, 2008

Honor Award, American Institute of Architects / RI Chapter, World War II Memorial, Washington, DC, 2007

Merit Award, American Institute of Architects / RI Chapter, Pratt Hill Townhouses, Providence, RI, 2006

Citizen Citation, City of Providence, 2005

Certificate of Special Congressional Recognition, United States Senate, 2004

Citation in recognition of outstanding contribution to excellence in federal construction. U.S. General Service Administration, World War II Memorial, Washington, DC, 2004

Professional Memberships:

Fellow of the American Institute of Architects

Fellow of the American Academy in Rome

Name: Mikolaj Szoska

Courses Taught (Two academic years prior to current visit):

ARCH 21ST-06 Advanced Studio: Avant-Garde Doesn't Give Up: Arch & Cinema

Educational Credentials:

MArch, Cranbrook Academy of Art, MI 2006

BArch, New York Institute of Technology, NY 1999

Teaching Experience:

Architecture Department, Rhode Island School of Design, Providence, RI 2012

Art and Design Department, Pratt Institute, Brooklyn, NY 2010-2012

Digital + Media / Architecture Department, Rhode Island School of Design, Providence, RI 2010

Architecture Department, Rensselaer Polytechnic Institute, Troy, NY 2006-2009

Professional Experience (selective):

OBRA Architects 2012

30th Sao Paulo Biennial (exhibition design) 2012

Ludlow 38 (Goethe-Institute Gallery) 2009-2011

Guggenheim Museum (exhibition design department) 2008-2009

Them (Peter Lynch and Gustavo Crembil) 2008

Massie Architecture 2006

Licenses/Registration:

None

Selected Publications and Recent Research:

Sculpture Space, Utica, NY 2013

Floating Cinema – UP Projects, London, UK 2012

Together – Kurier Plus Gallery, Brooklyn, NY 2011

Derangement – CCS Gallery, Bard College, NY 2010

Group Exhibition – Artis Gallery, New York, NY 2008

Emerging Artist Exhibition – DaimlerChrysler, Berlin, Germany 2006

Art Residencies:

Sculpture Space, Utica, NY 2013

Professional Memberships:

Paper Tiger Television: alternative media collaborative (member)

Name: Adi Toledano

Courses Taught (Two academic years prior to current visit):

ARCH2101 Design Principles

Educational Credentials:

Certificate of Design Education, Boston Architectural College, 2007

BArch., Rhode Island School of Design, 1997

BFA, Rhode Island School of Design, 1996

Teaching Experience:

Adjunct Faculty, Rhode Island School of Design 2004-2012

Faculty, Boston Architecture College 1999-2012

Professional Experience:

Senior Associate, Project Manager, CBT Architects, 1999-Present.

Intern, Doug Adams and Associates, 1996 – 1999

Licenses/Registration:

None

Selected Publications and Recent Research:

None

Professional Memberships:

None

Name: Nick Winton

Courses Taught (Two academic years prior to current visit):

ARCH 21ST Advanced Architecture Studio

Educational Credentials:

MArch, Harvard University, Graduate School of Design, 1990

Bachelor of Arts, Brown University, 1985

Institute for Architecture and Urban Studies, Special Program in Architecture, 1983– 1984

Teaching Experience:

Advanced Studio Reviews, Harvard University Graduate School of Design, 2013

Thesis Reviews, Rhode Island School of Design, 2013

Advanced Studio Instructor, RISD, Fall 2012

Studio Reviews, Yale School of Architecture, 2011

Studio Reviews, Harvard University, Graduate School of Design, 2010

Studio Reviews, Massachusetts Institute of Technology, 2010

Studio Reviews, Harvard University, Graduate School of Design, 2006

Architect in Residence, Addison Gallery of American Art, Phillips Academy Andover, 2000, 2001

Professional Experience:

Member, Harvard GSD Alumni Council, 2012– Present

Speaker, Architects Symposium for The Homestead Project, Farnsworth Museum, March 2012

Member, Board of Trustees, Institute of Contemporary Art, Boston, 2010–Present

Member, Editorial Board, ArchitectureBoston magazine, 2009–2011

Architect in Residence, Addison Gallery of American Art, Phillips Academy Andover, 2000, 2001

Licenses/Registration:

Certified, NCARB (National Council of Architectural Registration Boards)

Registered Architect: Commonwealth of Massachusetts; State of Minnesota; State of Colorado; State of Rhode Island; State of Vermont; State of Connecticut

Selected Publications and Recent Research:

Details, Technology, and Form, ed. Christine Killory & René Davids, Princeton Architectural Press, 2012

AIA 2010–2012. Designs for the New Decade. The American Institute of Architects, Design Media Publishing, 2012.

“A Residence Reimagined,” Maine Home + Design, June, 2012.

“Joukowsky Institute / Anmahian Winton Architects,” ArchDaily, August 10, 2011

“Boston: Culture Pop,” Wall Street Journal, March 19, 2011

“Joukowsky Institute for Archaeology & The Ancient World,” Architect, April 2010

Professional Memberships:

Member, American Institute of Architects; Boston Society of Architects; U.S. Green Building Council

Name: Jason Wood

Courses Taught (Two academic years prior to current visit):

ARCH 2178-01 Integrated Building Systems

ARCH 2102-04 Architectural Design

ARCH 2198-06 Degree Project

Educational Credentials:

MArch., Rhode Island School of Design 2007

B.S.D. in Architecture, Arizona State University 2002

Teaching Experience:

Part time Faculty and Thesis Advisor at the Rhode Island School of Design 2010 - Present

Professional Experience:

Form[in]form Freelance Architectural Design/Build Studio, Providence, RI 2004 – Present

Freelance Architectural Design/Build Studio, Mesa, AZ 2002-2004

Architect Intern at Gould Evan Associates, Phoenix, AZ 2001-2002

Foreman at J. Baugh Construction, Mesa, AZ 1996-2002

Licenses/Registration:

None

Selected Publications and Recent Research:

Inhabitat: A Student-Designed Community Garden Sprouts in Rhode Island, 2011.

Archiable: Blossom Community Garden by RISD, 2011

Professional Memberships:

None

Name: Dongwoo Yim

Courses Taught:

ARCH-2136 Topology and Typology

Educational Credentials:

MAUD, Harvard University Graduate School of Design 2008

Bachelor of Engineering in Architectural Design, Seoul National University, S. Korea, 2003

Teaching Experience:

2011 Fall at RISD; <Topology & Typology>, an elective seminar course, 3 credit

2012 Fall at RISD; <Topology & Typology>, an elective seminar course, 3 credit

2013 Spring, second-thesis advisor of Prof. Anne Bates group

Professional Experience:

2003-2005 Junglim Architecture, Junior Designer Seoul, Korea

2006 Maki Associates, Tokyo, Japan

2007 West 8, Rotterdam, Netherlands

2008-2010 Machado & Silvetti Associates, Designer, Boston, MA

2010-present PRAUD, Principal & Co-founder

Licenses/Registration:

Associate, AIA

Selected Publications and Recent Research:

Author, publication, I Want to be METROPOLITAN (ORO Editions, 2012)

Author, publication, Pyongyang, and Pyongyang After (Hyohyung Publishing, 2011)

North Korean Atlas, research, funded by DBEW, expected to publish by DAMDI Publishing in early 2014

Author, article, Pyongyang in a New Era, MONU issue 12

Book Review, Architectural Record "Architectural Guide: Pyongyang"

Author, article, Pyongyang and Pyongyang After, WIDE Architecture Report issue 25

Author, article, Transition in Pyongyang, and Architects' Role, Architecture Newspaper, June 2012

Selected Projects:

Leaning House, Korea, 2013, under construction

Casa Periscopio, El Salvador, 2012, completed

Seattle Jelly Bean, Seattle, 2012, competition, winning project, 1st phase

Greenhouse Transformer, 2012, competition, honorable mention

Professional Memberships:

Associate AIA

Architectural Institute of Korea

Urban Design Institute of Korea

Selected Awards :

The Architectural League Prize 2013, winner

Urban Intervention Seattle, 2012, winner, 1st phase, organized by AIA Seattle

The Harlem Edge, 2012, Honorable Mention, organized by AIA NY

The Best Academic Book Award, 2012, organized by the Ministry of Culture, Sports and Tourism of Korea