

National Architectural Accrediting Board, Inc.

August 1, 2014

Rosanne Somerson
Interim President
Office of the President
Rhode Island School of Design
20 Wash Place, 4th Floor
Providence, RI 02903



Dear President Somerson:

At the July 2014 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the Rhode Island School of Design, Department of Architecture.

As a result, the professional architecture program **Bachelor of Architecture** was formally granted an eight-year term of accreditation.

This new, maximum term of accreditation was approved by the NAAB in March 2013 and put into effect for all decisions made after July 1, 2013.

The accreditation term is effective January 1, 2014. The program is scheduled for its next accreditation visit in 2022.

Continuing accreditation is subject to two reporting requirements.

First, all programs must submit an Annual Statistical Report (see Section 10 of the *NAAB Procedures for Accreditation*, 2012 Edition, **Amended**). This report captures statistical information on the institution and the program.

Second, any program that receives an eight-year term of accreditation is required to submit an *Interim Progress Report* two years after a visit and again five years after the visit. This requirement is described in Section 11 of the 2012 *NAAB Procedures*. The next statistical report is due November 30, 2014; the first interim progress report is due November 2016.

Finally, under the terms of the 2012 *Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

A handwritten signature in blue ink, appearing to read 'Shannon B. Kraus', is written over the 'Very truly yours,' text.

Shannon B. Kraus, FAIA, NCARB, MBA, FACHA
President-elect

cc: Laura Briggs, Head
Dr. Ikhlas Sabouni, Visiting Team Chair

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As a result, the professional architecture program **Master of Architecture** was formally granted an eight-year term of accreditation.

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The accreditation term is effective January 1, 2014. The program is scheduled for its next accreditation visit in 2022.

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**Rhode Island School of Design
Department of Architecture**

Visiting Team Report

Bachelor of Architecture (156 credit hours)

Master of Architecture (non-preprofessional degree plus 111 credit hours)

**The National Architectural Accrediting Board
19 February 2014**

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments & Visit Summary:

The team would like to thank the administration of RISD and the Department of Architecture administration, faculty, staff and students for their generous hospitality during the team visit. The display in the team room was very well organized.

The insight provided by RISD faculty and staff outside the architecture program was appreciated.

The strength of the program is exhibited in:

- The making of architecture
- The unique resources
- Shop facilities
- Placement within an art and design community
- Collaboration among students and faculty
- The dedication of the faculty to teach and mentor their students
- The vibrant student body showing maturity and professionalism

2. Conditions Not Met:

1.2.3 Physical Resources

3. Causes of Concern:

- A. The World Architectural History and the Modern Architecture History classes can use more examples of the Western canon and non-Western canon to help students understanding of parallel and divergent canons.
- B. **Professional Development Fund** – The team observed that there was little support of professional development for faculty and students to be fully engaged in the national and international architectural education discussions.
- C. **Technical Graphic Communication (i.e., drawing annotations, clarifications, explanations)** was poorly completed resulting in work products difficult to understand when assessing technical requirements in the SPC.

4. Progress Since the Previous Site Visit (2008):

2004 Condition 5, Studio Culture: *The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.*

Previous Team Report (2008): Although there has been a procedure in place for the development of a Studio Culture Policy there is limited evidence that either the faculty or students understand the content and application of this condition. In addition, the policy does not pay sufficient attention to increased shop safety and responsible use of model-making materials.

2014 Visiting Team Assessment: The Studio Culture Policy is understood, implemented, and practiced by the faculty, student body, administration, and staff members. Additional awareness of shop safety has been added to the policy, as well as initiating the Second Life program to learn the responsible use of model-making. Lastly, enforcing the pencil-down policy (deadline evening before presentation) has been a beneficial incentive for students in order to give coherent presentations.

2004 Criterion 13.8, Western Traditions [M. Arch]: *Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

Previous Team Report (2008): The only required architectural history course for the M. Arch program does not demonstrate student understanding of Western architectural history prior to the mid-18th century.

2014 Visiting Team Assessment: Western and non-Western traditions are addressed together because the current SPC array for accreditation has collapsed what were previously two separate SPC into a single SPC (A.9: Historical Traditions and Global Culture). The program clearly and convincingly dealt with this unmet condition by reshaping the history courses to better deal with the expectations of the previous visiting team. The program response to the unmet conditions was positive and generally effective. In the interim, the NAAB criteria that address these expectations were reformulated as SPC A.9. Evaluation of this current SPC is found elsewhere in this report.

2004 Criterion 13.9, Non-Western Traditions: *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2008): [B. Arch] The required architectural history classes for the B.Arch. program do not consistently demonstrate student understanding of Non-Western traditions.

[M. Arch] The only required architectural history course for the M. Arch program does not demonstrate student understanding of Non-Western traditions.

2014 Visiting Team Assessment: See comments on Western traditions, above.

2004 Criterion 13.14, Accessibility: *Ability to design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2008): Although the team appreciates and acknowledges the intentions of the faculty to teach an approach that integrates accessibility into design methodology, there is not sufficient evidence to demonstrate that all graduating students have the ability to design accessible buildings and sites.

2014 Visiting Team Assessment: Since the last accreditation visit, the program has undertaken a number of steps to address this requirement including lectures in the ARCH 2102 Architectural Design and ARCH 2108 Urban Design Principles studio course addressing current ADA requirements, partnerships with alumnus Josh Safdie, director of the design studio at the Institute for Human Centered Design, and the delivery of wheelchairs into the studio for students to gain personal experience with the challenge of

navigating the BEB's environment in a chair. Evidence was presented that this criterion has been addressed at a variety of locations within the curriculum.

II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

[X] The programs have fulfilled this requirement for narrative and evidence

2014 Team Assessment: Rhode Island School of Design was founded in 1876 by a group of energetic women who had served as the Women's Centennial Commission from Rhode Island. They voted to found a school. Two years later the Rhode Island School of Design was incorporated with a board of trustees and in October 1878, RISD opened its doors. In 1949, RISD became a fully accredited college and a member of the New England Association of Schools and Colleges.

In 1901, the Department of Architecture was formed with a strong emphasis on architectural design and history. 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, the professional degree was changed from a Bachelor of Science in Architecture to a Bachelor of Architecture and initiated a system of vertical, elective design studios. The vertical studio system starts in the fall term of the junior year and places all levels of advanced B Arch students and M.ARCH students together in advanced studios.

In 1969, the Department of Industrial Design joined with the Division of Architecture to form the Division of Architectural Studies, which merged in 1992 with the Division of Design to create the Division of Architecture and Design. This includes architecture, landscape architecture, interior architecture, industrial design, graphic design, furniture, and apparel design. In 1994, the division's new M.ARCH for students with bachelor's degrees from other institutions was accredited by NAAB.

The Department of Architecture benefits from being a part of a school of artists and designers with a solid foundation in the fine arts. First-year studios in architecture build upon the fundamentals learned through the fine arts, instilling methods of creative experimentation, visual and material testing of ideas, and processes of making and critiquing.

1.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able*

to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

[X] The programs have demonstrated that they provide a positive and respectful learning environment.

[X] The programs have demonstrated that they provide a culturally rich environment in which each person is equitably able to learn, teach, and work.

2014 Team Assessment: The program demonstrates a positive and respectful learning environment while promoting the well-being of students. Also, courses such as the Solar Decathlon allow for an innovative and collaborative environment fostering student growth in both design and leadership skills.

***I.1.3 Response to the Five Perspectives:** Programs must demonstrate through narrative and artifacts how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The programs are responsive to this perspective.

2014 Team Assessment: The Department of Architecture is the second largest department in the Rhode Island School of Design and therefore has a very large impact on the environment of the school. The faculty serve on school committees and perform other service for the betterment of the institution. Faculty teach classes that are meant for non-majors largely during the winter session (a January/February 5-week session) and related majors are welcome in classes meant for majors when appropriate. The students are involved with clubs and organizations across the campus and on the neighboring campus of Brown University. Many of the staff's assignments include working with similar staff from across campus to make decisions on how to best provide services for students of the entire institution. Students are treated to a liberal arts education focused on the design and fine arts. They are encouraged to take classes outside of their major. The undergraduate students begin their life at RISD in a Foundation Year mixed with students of all disciplines.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

[X] The programs are responsive to this perspective.

2014 Team Assessment: Classes such as the Principles of Professional Practice ARCH 2191 and Professional Internships ARCH 2199 are evident in the students' skill set to work and live in the global world. The Solar Decathlon competition provides a great educational experience for the students.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The programs are responsive to this perspective.

2014 Team Assessment: Establishment of an IDP record with NCARB is strongly recommended before students satisfy the requirement of summer internship, ARCH 2199. References to IDP and coordination with the requirements of IDP outside of summer internship were found to be limited. Evidence of understanding the implications and obligations of licensure was found in course work for Principles of Professional Practice, ARCH 2191.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The programs are responsive to this perspective.

2014 Team Assessment: The students in the architecture program receive a broad introduction to the profession at various points throughout the curriculum. Diversity in curricular offerings and opportunities for collaboration thrive at RISD, and students are well versed in interdisciplinary methods of working. Through the Integrated Building Systems course, a variety of focused Advanced Studios, a required professional internship, and a course in the Principles of Professional Practice, students are exposed to various models and methods of contemporary practice and are prepared to contribute to the growth and development of the profession.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The programs are responsive to this perspective.

2014 Team Assessment: Concern for the broad area termed public good seems to be infused throughout the B Arch and M Arch programs. Numerous examples of specific efforts that can be reasonably related to design for the public good are provided – these occur throughout the curricula and across course types. The scope of engagement ranges from the universal

(sustainability), to the community (urban design), to the local (specific site interventions). This area of consideration appears well-engaged and on a continuing basis.

Examples of public-good projects include: *Nature Culture Sustainability Studies*, pilot for potential curriculum concentration; *From Highway to Urban Space*, an urban scale analysis/design project; *Blossom*, a community garden project; *Illumination of Grace*, a site intervention developed in an advanced studio; and *DESINE-Lab*, a standing community-focused vehicle by which to address poverty through design projects.

1.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The programs processes meet the standards as set by the NAAB.

2014 Team Assessment: In academic year 2010–11, the Department of Architecture reviewed its long-range plan and faculty conducted monthly collegiate meetings. They discussed their mission, teaching goals and methods, and how they would like the program to evolve. The long-range planning meetings, which were part of RISD's strategic plan for 2012–2017, resulted in eight goals and initiatives, which were summarized in the APR. As a result of the recent change in the administration of RISD and the appointment of a new department head in architecture, the team was informed that a curriculum review in the department is in the planning and a new master plan and strategic plan for RISD are in progress.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The programs processes meet the standards as set by the NAAB.

2014 Team Assessment: Self-assessment processes are clearly defined in the APR and were confirmed by the administration, full-time faculty, part-time faculty, and students in meetings held with the team. Every course is evaluated by students, and the evaluations are reviewed by the faculty member, department head, and dean as part of the union contract for full- and part-time faculty. Curricular issues are reviewed and revised by the faculty in open meetings of the departmental faculty. Larger institutional issues are reviewed at RISD faculty meetings, which architecture has representation on. The department has instituted an outside advisory group to ensure voices external to the RISD faculty and students are

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the programs

2014 Team Assessment: The revised APR submitted by the program was missing elements under this section – the missing information was provided during the visit.

The human resources available to the program are generally adequate to deliver a high-quality educational experience. There are exceptions to this otherwise positive picture—namely, sufficient staff support/time commensurate with the size of the program and faculty release time for curricular and long-range planning. These deficiencies are noted, but do not impact the day-to-day functioning of the program. Personnel policies are documented (mainly through union contracts for full- and part-time faculty). EEO/AA policies are implemented institution-wide and are documented. Diversity plans are in place, and diversity appears to be an issue of concern. Racial diversity, with the exception of international students, among both faculty and students, however, is not evident. Cultural and gender diversity, on the other hand, appear ingrained in both the student and faculty groups.

Faculty teaching, research/scholarship/practice, and service loads are appropriate, with the exception of coordination of the B Arch program. Loadings appear equitably spread across the faculty. Student-faculty ratios are good. Student achievement is a driver for many curricular decisions. There is an IDP coordinator (see discussion under “Architecture Education and the Regulatory Environment”). A single IDP coordinator is responsible for both B Arch and M Arch programs. Criteria for faculty rank/reappointment/promotion are clearly enunciated and were understood by all full-time faculty met by the visiting team—these criteria are part of the union contract structure for faculty. There is no traditional tenure system.

Faculty are said to have equitable access to development opportunities of several types. There was, however, a general consensus among faculty that funds for conference participation were severely lacking. Parallel opportunities for travel, development, and research funds are available.

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

Students seemed generally aware of financial support opportunities, and these were documented. Students have access to a wide range of enhancement opportunities (including off-campus projects, travel, research, and cross-registration at Brown University). Support for student travel related to student professional organizations is limited—mainly because such organizations are not in active operation.

- **Students:**
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the programs

2014 Team Assessment: Student admission procedures for the B. Arch and M. Arch degrees are well defined and were available to the visiting team. Evaluation of transfer credits is not currently a concern (since the Advanced Standing option for the M Arch is rarely used). Students seemed generally aware of admissions policies and procedures, admission decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. Opportunities to study abroad and required internship experiences support students with useful resources both inside and outside the classroom.

1.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the programs

2014 Team Assessment: The administrative structure is clear and appropriate for a school of this size. Both students and faculty know who is responsible for each part of the running of the school. It consists of the department head, graduate coordinator, department coordinator, and two department assistants. The team observed that the administration seems accessible to students and faculty. Currently, the administration above the architecture department is friendly and knowledgeable about the wants and needs of the department. With such compact administration, full-time faculty members have taken additional responsibilities to coordinate a section of the curriculum or help in other departmental tasks, such as lecture and exhibition series.

The professional programs are led by the department head, who reports to the dean of the Division of Architecture and Design, who in turn reports to the provost. The department head is responsible for staffing, recommending appointments of faculty and visiting critics, appointing departmental committee chairs and program coordinators, and reviewing and evaluating faculty performance.

The graduate program coordinator is a liaison between the Department of Architecture and the Division of Graduate Studies. The graduate coordinator reports to the department head and is responsible for recruitment, admission, and advising and supporting graduate students.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the programs

2014 Team Assessment: The governance of the department, division, and school has many opportunities for faculty, staff, and students to participate. The faculty is covered by a union contract that explicitly describes their roles in governance. No complaints about governance were heard by the accreditation team from faculty (full and part time), students, or staff. Faculty members have an important role in the governance of the department. They are involved in the development and assessment of curriculum, content, and policies.

1.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are inadequate for the programs

2014 Team Assessment: Physical Resources: The team acknowledges that the program provides space to support and encourage studio-based, interactive, and didactic learning. However, deferred maintenance on the BEB building is evident, has been persistent over the course of the previous two accreditation visits, and still remains a cause of concern for the team. Though the administration has taken steps since the last visit to make smaller-scale surgical upgrades to the program's main lecture space, some faculty offices, and a student reading room on the fourth floor, many areas of the BEB face long-term issues that present challenges to the program, its students, and staff.

Issues of persistently poor ventilation, extreme spikes in temperature throughout the year, and high humidity in the summer months each put a burden on the operations of the program. Students regularly open windows during the winter months to find relief from the heating system and find the upper floors of the building practically unusable during the summer months. Noise and fumes from laser cutter ventilation equipment in the basement disrupts classes in the recently renovated lecture hall on the first floor, rendering it unusable at times. The Wood Shop space in the basement of the BEB is inadequate for much of the large-scale work completed within the current curriculum and suffers from inadequate ventilation, ineffective dust collection systems, and lack of acoustic separation between the shop and classrooms as well as between machines and shop.

Calls for renovation of the BEB gallery/lobby were promoted by students and faculty during the visit to expand the types of exhibitions and installations the school is able to support.

The fourth-floor studios of the BEB presented many concerns as well. The layout of the studios does not present clear paths of egress nor do they seem to provide accessible routes to work spaces for persons with disabilities.

The interim provost assured the team that many of these issues are to be addressed either in the coming months, or as a result of the outcome of the school's strategic plan and master plan, which are currently under development. The team strongly recommends to the president, the provost, and the dean that the persistent issues identified in the Model Shop and building infrastructure be addressed to allow the program to meet its obligations under this criterion.

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the programs

2014 Team Assessment: The financial resources seem adequate. There are areas that could use additional resources. First, the staff is currently one full time person and one 3/4 time person. It is clear that full support for both of them would benefit the program greatly. Secondly, there seems little support of faculty (full and part time) for professional development. It is important that RISD faculty become more fully engaged in the national and international architectural education discussions. This will only be realistic if there is money to travel to conferences. Finally, money to aid students (both graduate and undergraduate) with professional development is also important. Intern Development Program (IDP) is a necessary beginning towards architectural licensure and should be begun while they are still students. Many schools find the funds needed to aid the students with the upfront cost of IDP.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the programs

2014 Team Assessment: Students and faculty have extraordinary information resources, digitally and physically, through the RISD library, its librarian and library services. Physically, the book and periodical collections are current with on-going updates and expansion; capital expenditures are adequate. Student and faculty digital access to the library's resources is universal and constant. Professional periodicals, journals and some books are increasingly available online. Additionally, faculty and students have unique resources in special collections associated with the other arts-oriented departments on campus as well as at Brown University, close by.

PART I: SECTION 3 –REPORTS

1.3.1 Statistical Reports³. *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
 - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2014 Team Assessment: The team found all statistical reports since 2008 in the team room.

1.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

Evaluation Program Report and Focused Evaluation Team Report, *including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2014 Team Assessment: The team found all annual reports since 2008 in the team room.

1.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2014 Team Assessment: RISD faculty members have varied experience, expertise, and educational backgrounds. They have earned 76 degrees from 38 different institutions. The most common university is Harvard with 13 degrees followed by RISD with 12 degrees. Of the RISD degrees, 50% have received further degrees from other institutions. Seven of the degrees were from institutions outside of the United States. The faculty exhibit included varied works including award-winning and nationally published architecture, installation pieces, engineering work on famous buildings, films, prints, books, and investigations (research) on architecture subjects. The percentage of faculty with licensure is very high.

Future hires will be critical for the future of the curriculum. We encourage careful consideration of future curricular needs based on changes in the architecture profession and an understanding that future faculty may be considerably different from current faculty.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2014 Team Assessment: The team found the following policies in the team room:

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - 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, ??? What's the O for??? 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

PART TWO (II): SECTION 1 —STUDENT PERFORMANCE — EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

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.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Written communication (and writing on readings) was explicitly addressed in several places in the curriculum; speaking and listening skills of a sample of students were fine. World Architecture – evidence of concern for written communication; Modern Architecture – strong evidence of concern for written communication; Design Project Seminar – no need to review, adequate evidence was presented elsewhere; Design Project Research – written document is required and is critically reviewed; Design Project – adequate evidence elsewhere.

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.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: This SPC is covered in a series of courses in the lower level of both the B Arch and M Arch programs. The course mentioned with each portion of this SPC is the course where virtually all student work demonstrates that portion of this SPC.

“Ability to raise clear and precise questions, use abstract ideas to interpret information,”
Making of Design Principles - 2101

"consider diverse points of view,"

Urban Design Principles – 2108

"reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards."

Architectural Design - 2102

- 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.***

B. Arch

[X] Met

M. Arch

[X] Met

2014 Team Assessment: Courses 2108, 21ST, 2197, 2198, 2141, 2142 contain evidence of strong visual ability to represent information and ideas through traditional graphics and digital technology skills in support of the design.

- 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.***

B. Arch

[X] Met

M. Arch

[X] Met

2014 Team Assessment: Model skills are outstanding; Integrated Systems – technical drawings are dealt with explicitly.

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

B. Arch

[X] Met

M. Arch

[X] Met

2014 Team Assessment: ARCH 21ST, 2197, 2198 shows the students' ability to gather, assess, record, apply, and evaluate relevant information necessary for course work and design processes. Both B. Arch and M. Arch thesis projects showcase rich investigative skills throughout design processes and written narratives.

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

B. Arch

[X] Met

M. Arch
[X] Met

2014 Team Assessment: The APR listed several classes that meet this requirement. ARCH 2102, Architectural Design, demonstrated the ability to effectively use basic architecture and environmental principles in design by all students.

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.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence of ability found in several courses: World Architecture, Modern Architecture, Urban Design, Design Project and Architectural Analysis.

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.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: This SPC was satisfied through three different courses. The “understanding of the fundamentals of natural ordering systems” was in Architectural Projection – 2141. The “understanding of the fundamentals of formal ordering systems” was in Architectural Analysis – 2142. Finally, the “capacity of each to inform two and three dimensional design” was demonstrated in 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, socioeconomic, public health, and cultural factors.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: There is a pervasive atmosphere of cultural and philosophical diversity in the institution and in the program; although not curricular, this atmosphere does impact student thinking. Evidence was found in World Architecture, Modern Architecture and Design Project Research.

- 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.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Evidence in World Architecture LE05, Urban Design Principles 2108, Degree project 2197, Degree project 2198.

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

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: The understanding of the role of applied research is clearly demonstrated in Advanced Studio – 21ST. In this studio, every project (high and low passes) contains applied research in one form or another.

<p>Realm A. General Team Commentary: All criteria were met in Realm A. The program is encouraged to give careful attention to technical documentation in all ends of the curriculum and to rethink and revise historic traditions and global cultures in order to provide a better understanding of parallel and divergent canons of architecture.</p>

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 their 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.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2102 and Arch 21ST: Evidence was found supporting this criterion within these course materials.

- 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.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2102, Arch 2108 and Arch 2178: Evidence was found supporting this criterion within these course materials.

- 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.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 21ST, Arch 2156, Arch 2158, and Arch 2178: Evidence was found supporting this criterion within these course materials.

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

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2102 and Arch 2108: Evidence was found supporting this criterion within these course materials.

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

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2108 and Arch 2178: Evidence was found supporting this criterion within these courses.

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:

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

**A.9. Historical Traditions and
Global Culture**

B.9. Structural Systems

B.5. Life Safety

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 21ST and Arch 2178: Evidence was found supporting this criterion in 2178; evidence was observed in some sections of 21ST but not all sections.

- 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.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2178 and Arch 2191 (Pro Practice): Evidence was found supporting this criterion in these course materials.

- 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.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2156, Arch 2158, and Arch 2178: Evidence was found supporting this criterion in these course materials.

- 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.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Criteria well-met; four structures courses (analysis, wood, steel, concrete).

- 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.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2156 and Arch 2178: Evidence was found supporting this criterion in these course materials.

- B. 11. Building Service Systems Integration: *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**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2156, Arch 2158 and Arch 2178: Evidence was found supporting this criterion in these course materials.

- B. 12. Building Materials and Assemblies Integration: *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.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2152, Arch 2153, Arch 2154, Arch 2155, and Arch 2178: Evidence was found supporting this criterion within these course materials.

Realm B. General Team Commentary: Evidence confirms criteria in this Realm are supported strongly by the program's efforts to provide an education firmly based in the technical aspects of design, an ethic of critical making, and the implementation / impact of design decisions on the environment. Students have an intimate knowledge of systems, constructability, and sustainable design. Accessibility, though met in the team's assessment, continues to present challenges despite the formidable effort expended by the faculty. While evidence of course materials being provided and covering accessibility were found, student integration of this information in design work documentation requires continued focus, attention, and development.

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.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2108, Arch 21ST, Arch 2156, Arch 2158, Arch 2178, Arch 2191 and Arch 2199: Substantial evidence was found supporting this criterion. Multidiscipline coordination in student teams is effective; work product is comprehensive and generally seamless.

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

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Overall consideration of the body of student work displayed suggests that an understanding of human behavior with respect to environmental interactions is part of the student experience; this general evidence is stronger than that derived from the two courses cited: World Architecture and Urban Design.

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.*

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 21ST, Arch 2191, and Arch 2199: Evidence was found supporting this criterion in these course materials.

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

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2178, Arch 2191 and Arch 2199: Supporting evidence was found in these course materials.

- 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.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2191 and Arch 2199:
Evidence was found supporting this criterion in these course materials and internship documentation.

- 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.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2191, Arch 2199:
Evidence was found supporting this criterion in these courses and internships.

- 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.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2191, Arch 2199:
Evidence was found supporting this criterion in these course materials.

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

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2191 and Arch 2199:
Evidence was found supporting this criterion in these course materials.

- 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.**

B. Arch
[X] Met

M. Arch
[X] Met

2014 Team Assessment: Courses cited by department and reviewed: Arch 2191 and Arch 2199:
Evidence was found supporting this criterion in these course materials.

Realm C. General Team Commentary: Evidence confirms that students receive comprehensive exposure to the criteria in Realm C. Regarding criterion "C.1. Collaboration," student joint participation is particularly successful given the co-participation and interaction between B Arch and M Arch students. Arch 2178 and Arch 2191 carry the substantial burden of meeting the criteria in this Realm; they are critical to both programs. Students are successful in absorbing the substantial amount of information in these two courses.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2014 Team Assessment: Rhode Island School of Design received their continued re-affirmation of accreditation from the New England Association of Schools and Colleges Commission on Institution of Higher Education, following a comprehensive evaluation in spring 2006. The next comprehensive evaluation is scheduled for spring 2016.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2014 Team Assessment: RISD uses the studio method in teaching as the basis in all areas of the curriculum and students learn through making. All undergraduates at RISD begin with a year of foundation studies where they learn the fundamentals of artistic representation and inquiry. The B Arch and M Arch are taught in vertical studios, where students from both programs sit side by side and work together on same projects and support each other.

The B Arch program consists of 156 semester credit hours of total course requirements, of which 42 credit hours are liberal studies (general education) and 15 credit hours electives.

Bachelor of Architecture

B Arch 42 general education credits + 114 architecture and elective credits (5 Year Curriculum)

The M Arch program consists of 111 semester credit hours of total course requirement for students with non-architecture related bachelor degrees. The advanced standing evaluation may allow applicants with pre-professional degrees to enter at the second year of core studies with 42 acceptable credit hours in specific courses to meet NAAB SPC. Advanced standing is determined on a case-by-case basis by program administration.

Master of Architecture

M Arch with non-architecture related bachelor degrees 111 Credits (3.2 Year Curriculum)

M Arch Advanced Standing Pre-Professional + 69 Credits (2 Year Curriculum)

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2014 Team Assessment: The APR adequately describes the procedures used to evaluate and modify the architecture curriculum for both the B Arch and M Arch degrees. This is largely done by the full time faculty in meetings that the part time faculty are invited to attend. The full time and part time faculty are largely made up of licensed architects therefore issues of current practice and the discipline are taken into account.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2014 Team Assessment: This type of evaluation currently applies only to Advanced Standing (AS) M Arch students. At the time of the team visit, AS students were described as rare. A potential for more numerous instances of AS applicants in the future was noted. Procedures for evaluation of the prior work of AS applicants are described in detail. These procedures (including portfolio review and course syllabus comparison) appear rigorous and are designed to ensure that applicants with previous course credits seeking to transfer those credits into the RISD program are well-vetted. More than one person will be involved in the evaluations and formal procedures are described.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2014 Team Assessment: Specific links are provided on the school's website (www.risd.edu/academics/departments/Architecture) under the tab "Accreditation" for both undergraduate and graduate programs for this item.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2014 Team Assessment: Specific links are provided on the school's website (www.risd.edu/academics/departments/Architecture) under the tab "Accreditation" for both undergraduate and graduate programs for each of these items.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2014 Team Assessment: Specific links are provided on the school's website (www.risd.edu/academics/departments/Architecture) under the tab "Accreditation" for both undergraduate and graduate programs for each of these items.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2014 Team Assessment: All five documents are available, UPON REQUEST, from the Department of Architecture's office; they are not currently available on the department's website. The document availability is mentioned on the school's website (www.risd.edu/academics/departments/Architecture) under the tab "Accreditation" for both undergraduate and graduate programs.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2014 Team Assessment: A URL link is provided on the department's website (www.risd.edu/academics/departments/Architecture) under the "Accreditation" tab, which accesses the NCARB summary of the ARE pass rates for all accredited schools of architecture including RISD. Pass rates for RISD for the years 2007 through 2012 are available.

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Rhode Island School of Design, APR, pp. 2-3

B. History and Mission of the Program (I.1.1)

Reference Rhode Island School of Design, APR, pp. 3-4

C. Long-Range Planning (I.1.4)

Reference Rhode Island School of Design, APR, pp. 18-21

D. Self-Assessment (I.1.5)

Reference Rhode Island School of Design, APR, pp. 21-24

2. Conditions Met with Distinction
(list number and title; include comments where appropriate)

B8 Environmental Systems

The team found great value in the use of the existing building stock on campus as a laboratory for investigation under this criterion. The documentation of these buildings, measurement of energy performance, and subsequent design propositions to address problems uncovered delivered this content in a meaningful manner that has proven to be of great value to the school, the program, and its students.

B9 Structure Systems and B12 Building Materials and Assemblies Integration

The recent curricular shift to address this criterion in focused Structural courses dealing with concrete, wood, and steel paired with lab work manipulating the actual materials under study is commendable in many ways. When paired with the capstone course of the building technology sequence, Integrated Building Systems, the team found this material delivered in a novel and effective way that earned high distinction.

C1 Collaboration

Substantial evidence was found supporting this criteria. Multidiscipline coordination within student teams is effective; work product is comprehensive and generally seamless.

1.3.3 Faculty Credentials

A high percentage of faculty members are licensed and practicing, which brings credit to the quality of instruction and student work.

3. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,



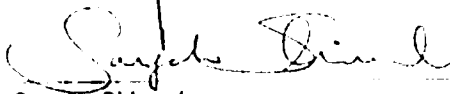
Dr. Ikhlas Sabouni
Team Chair

Representing the ACSA



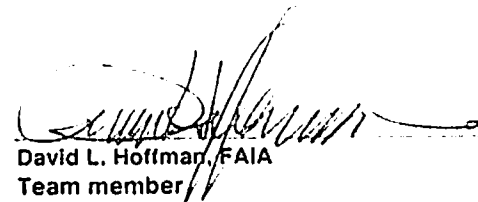
Brian Szymanski, AIA, LEED® AP (BD+C)
Team member

Representing the AIA



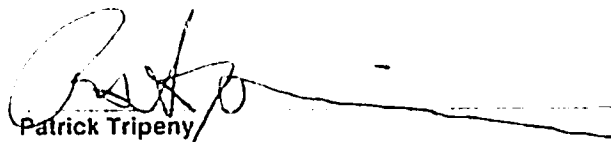
Sayako Shimada
Team member

Representing the AIAS



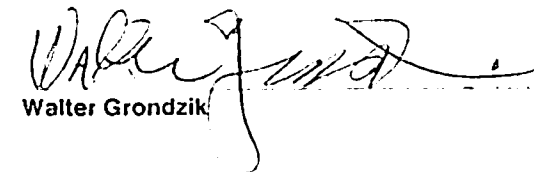
David L. Hoffman, FAIA
Team member

Representing the NCARB



Patrick Tripeny
Team Member

Representing the ACSA



Walter Grondzik

Non-voting member