

Interim Progress Report
Rhode Island School of Design
Department of Architecture
B. Arch. [156 credits]
M. Arch. [Preprofessional degree + 57 credits]
Last APR submission: September 7, 2012
Year of the previous visit: 2014
[November 25, 2016]

Chief administrator for the academic unit in which the program is located: Nancy Skolos, Dean

Provost: Pradeep Sharma

President of the institution: Rosanne Somerson

Individual submitting the Interim Progress Report: Laura Briggs

Name of individual(s) to whom questions should be directed: Laura Briggs

Current term of accreditation: 8 year

a. Progress in Addressing Not-Met Conditions and Student Performance Criteria

I.2.3 Physical Resources

2014 Visiting Team Assessment: 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.

RISD, 2016 Response:

RISD's Office of Planning, the Provost and the President's office have committed to a multi-phased process to envision and develop plans for major renovations to the Bayard Ewing Building (BEB). This will serve RISD Architecture and Landscape Architecture who now share the building. The process has two stages to address short-term and long-term issues in a practical manner that balances curricular and financial considerations.

In the short term, we are working on "cleaning up" the building and clearing spaces with deteriorating finishes. This has the effect of upgrading the environment by exposing the existing timber structure of the building while also making it easier to do a larger renovation in the future.

Short-term projects include updating the classrooms on the 2nd floor, the renovation of the 2nd floor hallway to provide public space for Landscape Offices, painting of BEB halls and windows and the renovation of lobby/gallery space. The renovations on the 2nd floor were completed in the summer of 2014. The painting upgrades happened in the summer of 2016. The lobby/gallery renovation is in final stages of planning and will be completed by the end of June 2016. The renovation will create improvements in our public spaces for exhibition and critique. It will include new museum-quality walls designed to support hanging art and for easier maintenance. It will also include exposing the existing wood beams in the ceiling and adding an architecturally designed ceiling grid that incorporates flexible IT technology, including wireless projection and addressable LED lighting. Preliminary plans of the renovation are located in Appendix 1.

The long-term plan is for a major renovation of the building, which will include rearranging spaces and upgrading building components, heating, cooling and ventilation systems. We have initiated a multi-year planning process for this project. The process will include conducting conversations with user groups and hiring an architectural and environmental design team to create schematic plans for the building. This project is listed as one of six projects outlined in the RISD Campus Master Plan. We look forward to crafting this process as an educational opportunity for our students and campus planning office by establishing design excellence processes and coordinating with and adopting best sustainable practices in conjunction with the RISD Sustainability Initiative. The renovation will be the first substantial transformation of the building since it was renovated in 1976.

In addition to the issues outlined in the NAAB VTR, we will also look at space planning to address flexibility and growth in the programs. Last year the Landscape Architectural Accreditation Board (LAAB) granted the RISD Landscape Architecture program a full accreditation term with the following recommendation: *Recommend that additional office, storage, and research space be provided to faculty and staff in order to reduce overcrowding; provide privacy for student consultation, research, and class preparation; secure storage space for teaching and research materials; and space to conduct research by faculty and students (Standard 7).*

RISD has made significant progress in addressing sound environmental practices in several areas including energy use, material streams, and resiliency, despite the lack of a consistent institutional-wide approach. While these initiatives are signs of real progress, there are still significant hurdles to overcome in order to become a leader in innovative approaches to sustainability and the renovation of the BEB is an opportunity to move the institution forward.

To date several preliminary steps toward a long term plan have been taken that include high level discussions to set goals, envision direction and begin to detail programming.

- RISD Office of Facilities management commissioned a ventilation Assessment by OccuHealth, Inc. to better understand the performance issues of the shop ventilation equipment. The results show that there are simple changes that can be made to improve indoor air quality in the short term. We plan on executing these changes in the summer of 2017. A more substantive upgrade is required but includes a major renovation and the installation of a new chimney as well as moving equipment.

- In the summer of 2015, an AdHoc group of faculty across the campus and four graduate research assistants with collaboration from many offices across the school, conducted a survey and created the first [RISD Sustainability Report](#). As a result of this study we have initiated a BEB recycling program, which has reduced solid waste from the building. In our 2016 winter-session, we conducted the first of several courses that will focus on campus sustainability with a course called *Resilient RISD*, led by Professor Anne Tate. Our students looked at multiple spaces across the campus and conducted preliminary building diagnostics of the BEB through a two-day *Energy Workshop* led by Marc Rosenbaum of Energysmiths, a leading experts in zero energy design of historic structures. With this preliminary study, students showed that a renovation of windows, roof and basement could reduce carbon emissions by 188 tons of CO₂. Preliminary results and photo documentation of testing can be seen in the [WS2015 Workshop Report](#).
- In the spring of 2016, Architecture and Landscape Architecture faculty had a kick off meeting with the office of facilities planning and the Division Dean for a preliminary programming and visioning session. The meeting resulted in several ideas including reaching for standards like the Living Building Standard and an idea for more flexible studio environments that could be shared by other departments across the campus. The notes from the meeting are recorded in the [BEB Renovation Meeting minutes](#).

In the summer of 2016, The Office of Planning with input from Department Heads, outlined a process and timeline towards rectifying building issues, with goals of developing professionally commissioned pre-schematic design, space program, and technical goals of a renovation. The process will include the following phases:

Proposed Process Timeline, and Responsibilities:

- Fall/ Wintersession 2016-17: Develop objectives (i.e., net zero building, addition, address all technical performance issues, develop program with square footages, etc.)- Responsibility of departments through faculty and student meetings.
- Wintersession 2017: Invite senior leadership to review objectives before they are fully developed - Responsibility of departments and Campus Planning
- Wintersession / Spring 2017: Complete objectives and write RFP - Responsibility of departments and Campus Planning
- Spring 2017: Develop list of firms - Responsibility of Departments, Campus Planning and Senior Leadership
- Spring 2017: Write RFP - Responsibility of Campus Planning
- Spring 2017: Issue RFP - Responsibility of Campus Planning
- Late spring 2017: Identify selection and project teams - Responsibility of departments, Campus Planning, Campus Master Plan Committee and Senior Leadership
- End of spring semester 2017: Invite shortlist firms for interview – Responsibility of Campus Master Plan Committee
- Late spring semester: Begin project.

As objectives are being finalized, but before RFP is issued, we plan to work with our local professional and alumni network for input and feedback on the project schedule and the cost. Once we have a developed a set of schematic plans, we will begin fundraising and develop a realizable path to completion.

b. Plans for/Progress in Addressing Causes of Concern

- **Course Architectural History**

2014 Visiting Team Comments: 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 of this course.

RISD, 2016 Response:

Our “World History” and “Modern History” courses have been updated to provide more examples of Western and Non-Western canon. Since the 2014 NAAB visit, the faculty whom are teaching the Architectural History sequence have conducted coordination meetings each semester discussing ways to incorporate and understand divergent canons in order to attain best practice critical to our time. While the faculty have continued to organize the courses around thematic topics, the courses now build on each other in a more seamless manner. In addition, they have increased the projects examples explored. We have extended the range of examples covered in each course to ensure students' familiarity with canonical buildings. Please see the [link](#) for a list of slides of buildings, places, maps and treatises presented in Fall 2016 World Architecture and presented in Spring 2016 Modern Architecture. Due to the breadth of material, the faculty continue to develop the course to encourage the student's ability to research, observe, and analyze buildings. Please refer to the updated [syllabi](#).

Each instructor in World Architecture presents examples from different eras and parts of the world - from the Fertile Crescent in Mesopotamia dating from 6500 BCE to the Ise Grand Shrine in Japan built in 2013. The examples are explained in the context of past civilizations and in the light of contemporary concerns of ideas and practice. The students are asked to work “near and far” in both place and time and to build their ability to study the past for clues to develop their architecture today.

We have extended the time period covered in Modern Architecture into the 18th century to establish continuity with the World Architecture course taught in the Fall. But keeping with our global approach, we have made sure that these examples are always located in relationship to what was happening elsewhere in the world and in time. For example, whether we are discussing the Paris Opera House or Galleria Vittorio Emanuele II in Milan, we emphasize that these buildings, and the public they hosted, would not have existed without the large-scale colonial occupation that their respective empires were engaged in. This allows us to introduce modernist examples in the Third World later in the course not as belated copies of what happened in Europe, the USA, or the USSR, but as its continuation into new terrain. Instead of attempting to identify modernism during this time period as a cohesive, unified movement, with exact origins and an evolutionary trajectory of showcase examples, we explore different projects as part of a competing set of definitions, each trying to *claim* what modernism is and should be. These definitions often contradict and challenge each other. For instance, Le Corbusier has a different idea of what modern architecture stands for than Frank Lloyd Wright. They each attribute different causes to the tremendous social, cultural, political, economic, and industrial transformations giving rise to capitalist modes of production.

The contested claims of the architectural canon propose different responses. They identify different clients, subjects, experts, and authorities that should benefit from and control these transformations. Keeping this distributive, and disjunctive, understanding of antiquities, orientalism, classicism and modernism in mind, we choose examples from across the globe, not just Europe and America, but also colonial and postcolonial context, that show the various ways in which architecture has been presented and understood. Following a multi-stranded narrative also allows us to explore the various underpinning of these framings, from their particular gender politics to the role of technology in framing social change.

In addition to updating the course content, last year we conducted an international search for a new full-time faculty appointment in history and theory, and due to the quality of the candidates, we hired two excellent colleagues; Emanuel Admassu, at the level of assistant professor and Amy Kulper, at the level of associate professor. (Please see their CV's in appendix 2). Both faculty are recognized for

accomplishments in history, theory and architectural production, and explore the boundaries of the discipline. Their expertise complements those of the existing faculty in the Department. These two individuals will play an active role in the future of our approach to our history/theory offerings.

Finally, over the last few years, we have built closer ties to the department of Architectural Studies at Brown University. With this exchange, Brown University has created openings in their history graduate course offerings for our graduate architectural students. The sections will offer more choice and are tailored to meet SPC criteria and the needs of our graduate students.

- **Professional Development Fund**

2014 Visiting Team Comments: 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.

RISD, 2016 Response:

Over the last several years, RISD has made constructive changes to support faculty across the campus with their teaching and research. Our Associate Dean of Faculty, Tracie Costantino in the office of Academic Affairs has been charged with creating opportunities for faculty development. Tracie's office manages the applications for several funding sources that are listed below. Some are competitive and some are available to new or all faculty on an annual basis. In addition, our faculty have received supplemental funding from the Department and Division for conference travel or special project requests. The following is a list of funding sources:

INTERNAL PROFESSIONAL AND CURRICULUM DEVELOPMENT FUNDING OPPORTUNITIES

- [Andrew W. Mellon Teaching Fellowships](#)
- [Andrew W. Mellon Faculty Fellowships](#)
- [Conference And Presentation Fund](#)
- [RISD Global: Faculty Fellowship](#)
- [Education In New Technologies Fund](#)
- [Part-Time Faculty Education In New Technologies Fund](#)
- [Graduate Research Assistantships](#)
- [Full-Time Faculty And Librarian Materials Fund](#)
- [New Faculty Research And Development Grants](#)
- [Professional Development Fund + Graduate Research Assistantships](#)
- [Mapping Identities](#)

CURRICULUM DEVELOPMENT

- [Academic Enrichment And Kyobo Funds](#)
- [RISD Global Engagement And Curricular Development Fund](#)
- [Cho Fund](#)
- [Turner Theatrical And Performance Design Fund](#)

RISD is committed to providing support for curriculum development and individual professional development to recognize and encourage excellence in teaching and research. With funding from the strategic plan, and through the generosity of trustee, alumni and foundation donors, we have expanded funding opportunities that help to realize strategic initiatives, and that ensure we are proactively engaged in the global discourse in art and design education, and higher education in general.

Through these funds we are facilitating faculty efforts to enrich curriculum offerings, developing support for existing and new disciplinary and interdisciplinary courses, and ensuring that faculty receive ongoing training in the use of new teaching and learning technologies. These efforts also allow us to offer our students options for more flexibility and access to a broader range of learning opportunities by developing shared courses based on cross-curricular knowledge, promoting greater

collaboration across divisions and departments, and allowing the exploration of new forms of course development.

During each academic year, all full-time faculty and professional librarians have a \$500 allotment for books, materials, dues for membership in professional or organizations needed to enhance their professional development. The annual allotment for each academic year must be spent by June 15 of that year to ensure adequate processing time before the close of the fiscal year.

In addition, all new full-time faculty in their first year, are encouraged to apply for the New Faculty Research and Development grant as a companion to the New Faculty Seminar. The grant is available to each new hire and is intended to help faculty establish teaching, research, professional and creative practice. Through a proposal process, \$1,500 grants are available for each academic year.

In the last three years, over 12 members of our faculty have been awarded professional development related awards that foster research initiatives and allow them to participate in professional aligned conferences. Please find the highlights below, noting faculty awarded professional development grants.

Academic Year 2016-2017

Total Amount of Funds Allocated in 2016-17 for Professional Development: \$38,400.12

Ian Baldwin, \$1320.12, Conference Fund, Project: Presenting at the Academy of Neuroscience for Architecture conference.

Ian Baldwin/Jonathan Bell, \$2,000.00, Professional Development Fund, Project: Study of the Arnold Building, Providence RI.

Chris Bardt, \$2,000, Departmental Professional Development, prepare manuscript of book "Mind and Material" for publication including re-mapping of raw manuscript, preparation of Précis, application to publishers.

Laura Briggs, Departmental Operating, ACSA Administrators Conference, Chicago Illinois.

Hansy Better, \$10,000.00, Bridge Grant, Project: Museum Clausum, A publication that meshes the speculative work on the 'Archaeologies of the Future Museum' of the collaborative architectural studio between the University of Patras, Greece and the Rhode Island School of Design with academic commentary on the cultural history of the Athenian cityscape.

Gabriel Feld, \$1000.00, Professional Development, Attended Multi-plate Color Etching & Mixed Media Workshop.

Aaron Forrest, \$20,000, Marc Harrison Fund, Southside Cultural Center community project.

Jonathan Knowles, \$1,000.00, Professional Development, Techstyle Haus Project Research.

Carl Lostritto, \$1630.00, Conference Fund, Presenting at the Drawing Futures conference, London

Jonathan Scelsa \$450.00, Conference Fund, Project: Presenting at TxA Emerging Design + Technology/San Antonio 2016 Conference.

Academic Year 2015-2016

Total Amount of Funds Allocated in 2015-16 for Professional Development: \$53,861.39

Silvia Acosta, \$9,259.00, Professional Development and Bridge Grant, Drawing and writing spatial concepts, Islands of Seto, Sea of Japan.

Emanuel Admassu, \$3,010.00, Global Engagement and Curricular Development Fund, Project: developing a collaborative ARCH + HPSS, Wintersession course that could focus on, and engage RISD students with Dar es Salaam, Tanzania.

Hansy Better, \$1,646.00, Conference Fund, Project: University of Patras Lecture Series.

Laura Briggs, Departmental Operating, ACSA Administrators Conference, San Juan, Puerto Rico

Laura Briggs, Dietrich Neumann and Hansy Better, \$20,000.00, Brown-RISD Committee for Institutional Collaboration Funding, *Intersections in Pedagogy: Architecture/Urbanism/Humanities*, a RISD/Brown symposium, April 23-25, 2015
Aaron Forrest, \$1,500.00, New Faculty Research and Development Grant, Project: Mass Timber Fabrication Research.
Aaron Forrest, \$4,000.00, Professional Development Fund, Photographer for the Chicago Horizon Project.
Aaron Forrest, \$1500.00, Professional Development, Project: Photographic documentation for the Chicago Horizon book project.
Aaron Forrest, \$500.00 Conference Fund, Attended the ACSA Fall Conference in Syracuse, NY, Part of panel discussion.
Kyna Leski, \$696.39, Conference Fund, Book Presentation/Author Talk at the Strand in NY, NY.
Enrique Martinez, \$300.00 Travel Fund, CityLab Conference in London.
Jonathan Scelsa \$450.00, Conference Fund, Project: Presenting at TxA Emerging Design + Technology/San Antonio 2016 Conference.
Peter Tagiuri, \$11,000.00, Cho Fund, Strengthening RISD's ties with S. Korea.
Jonathan Knowles, \$5,000.00, RISD Bridge Grant, Preparatory research for on high performance membranes in buildings

Academic Year 2014-2015

Total Amount of Funds Allocated in 2014-15 for Professional Development: \$23,065.00

Hansy Better, \$754.00, Faculty Conference Fund, University of Patras Lecture Series.
Gabriel Feld, \$10,000.00, 2050 Fund, A Moveable Studio
Kyna Leski, \$2,000, Departmental Professional Development, final editing for "The Storm of Creativity" MIT press.
Carl Lostritto, \$9,850 2050 Fund, Event Series: Coding and Computation, Bringing together emerging artist and designers from various disciplines to catalyze discussions across campus to understand the risd's approach to computation.
Anne Tate, \$461.00, Faculty Conference Fund: for New Partners For Smart Growth, Baltimore, MD

We currently support over 100 hundred students a year in Graduate Assistantship positions. Each Graduate student in architecture is able to participate in faculty-directed research as a GS Research Assistant. Assistantships provide compensation, but are also meaningful educational experiences that give graduate students the opportunity to contribute to the creation of new knowledge. Students typically work with an individual or groups of full-faculty members. These positions extend across the school from architectural focus to other departments that involve a wide range of projects, recent projects include:

- helping to develop an innovative web-based CAD platform to simplify digital weaving,
- researching recipes and techniques for iridescent glazes used during the Art Nouveau period,
- experimenting with the use of photovoltaic fabric to further clean, renewable energy technology,
- summer research for Campus Sustainability Report,
- summer field studies to track climate change.

This research represents an important part of not only student development, but of collective learning.

In addition to Graduate Assistantships, other opportunities exist for our students, in which some are supported from RISD Academic Affairs grants and others through student initiatives supported by the department.

The AIAS program/student led group is an important part of our student's educational experience, providing professional development opportunities where they can network with other students and faculty in a meaningful way. Participation in the program has progressively grown over the last several years. In the last year our AIAS students have hosted large-scale events including special lectures, the Beaux-Arts Ball, as well as firm craws where students visit local Architectural firms. AIAS representatives have travelled to national AIAS conferences. AIAS has also developed robust fundraising efforts through the support of the department. They have initiated recycled material sales and merchandising to help cover project/event costs. Student led programming such as this, has opened the door for students to engage in valuable professional experiences.

Students also have the opportunity to apply for travel awards for travel associated with classes taken during Wintersession or post graduation travel aligned with research projects. The awards are given out via a competitive process, in which a jury made up of one alumni, one local practitioner, one new faculty member, and one senior faculty member pick two students. Two awards are granted annually in the amount of \$3,000.00.

The program also benefits from several sponsored research initiatives that we are currently working on that link our students and faculty with external partners, providing additional professional development opportunities. At this time, we have multi-year sponsored research agreements with Saint-Gobain / CertainTeed, Precast/Prestressed Concrete Institute (PCI), and Art Place America. Funding for these projects equals approximately \$350,000. The office of RISD Research and Institutional Engagement supports our department to connect with external partners, leading to projects that build meaningful relationships and learning experiences for all involved.

Through these grants, the Architecture Department has had an important role in the community, collaborating with nonprofit organizations in the Providence area on projects. For instance, in the last year, students worked on SouthLight, a project in which students helped to create an urban garden entry and 1,200-sf performance space built with a lightweight steel frame and a translucent polycarbonate facade. This collaboration with South Side Cultural Center of Providence allowed students to take on leadership roles in which they helped not only design and build an energy efficient event space, but they also cultivated additional fund-raising for the project, initiated marketing strategies, and learned to work within diverse frameworks to achieve common goals.

- **Technical Graphic Communication**

2014 Visiting Team Comments: was poorly completed resulting in work products difficult to understand when assessing technical requirements in the SPC.

RISD, 2016 Response:

Our faculty coordinating the technical sequence has worked together to review course content and identify areas where technical Graphic Communication could be strengthened. While the drawing and notational requirements for all seven technical courses has been expanded and clarified, the final class called "Integrated Building Systems" has been adjusted to ensure that technical information is complete and is clearly annotated in the context of a comprehensive project drawing set. Please refer to the updated [syllabus](#). Four example demonstrate changes to requirements and can be reviewed here: [link](#). The set shows course objectives. Building descriptions and the annotations standards are comprehensively applied across each of the faculty lead sections of the course.

The Integrated Building Systems course is structured to knit together the disparate elements of architectural production into a comprehensive whole, attempting to balance the exigencies of each of the major elements of a building's life. The course is aimed at giving students a working knowledge of comprehensive design. Fundamental principles and conventions of detailing are presented and discussed. By the end of the semester, students design and delineate the assemblies that orchestrate and produce a whole structure. Course Objectives include literacy in the following areas: Investigative Skills, Comprehensive Design, Accessibility, Life Safety, Financial Considerations, Sustainability, Building Materials, Assemblies, Building Envelope Systems, Environmental Systems, Building Service Systems, Technical Documentation, Teamwork, and Project Management.

We start the semester with a group project to gather information about the site and its resources and the guidelines needed for regulatory compliance for the program on the site. Once site, programming and code research is complete, each team takes on the exploration of the building structure and enclosure and its material combinations and construction assembly. This is followed by the development of the building and its interrelated building systems.

c. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

RISD, 2016 Response:

Faculty hires, succession planning.

The full time faculty of the Department of Architecture has grown since our last accreditation visit from 12 to 14. Part time faculty has also grown from 22 to 29. When you last visited we had 1 full time faculty member and 2 part time faculty members who identified as other than white. Currently, we have 2 full time faculty and 6 part time faculty who identify as other than white. The number of male to female full time faculty has stayed consistent from 7 male, 5 female in 2012-2013 to 8 male, 6 female in 2016-17. Part time faculty have seen more of a change with 17 male, 5 female in 2012-2013 to 11 male, 18 female in 2016-2017. We hope to continue to diversify the faculty population as we build the next generation.

Administrative changes.

The Department of Architecture has experienced important administrative changes in the last year. After a year of search, we now have a new Department Senior Coordinator, Sara Willett and a new Administrative Assistant, Matt Everett. Prior to coming to RISD Sara served as the Administrative Assistant for Donor Programs at Bates College (please see Sara's resume in the appendix). While at Bates, Sara worked on President Spencer's national tour, managing the registration process for a series of large-scale donor and alumni centered events. Since Sara's arrival this past summer, we have instituted new system management procedures and protocols. We will continue to streamline processes to help best serve our students.

RISD has undergone several leadership changes since our last accreditation visit. John Maeda stepped down as president of the University in 2014. The international search resulted in Rosanne Somerson taking over as interim president, and then as president. She was in the position of interim provost when these changes occurred. This resulted in several open positions, as others in the RISD community moved up to fill in these vacancies. The leadership transition has spawned many positive changes. Given that RISD faculty members assumed these vacant positions, this changeover occurred rather smoothly and those who have taken over in leadership positions have an inherent understanding of the critical issues that the college faces. Communication across the institution has improved and we are continuing to see reformations that are fostering a new sense of unity.

Rosanne Somerson 76 ID, President

President Somerson has deep roots at RISD – first established when she was an undergraduate student here in the 1970s. RISD's Board of Trustees appointed her RISD's 17th president on February 18, 2015 after conducting a comprehensive international search during which she served as interim president from January 1, 2014 until her permanent appointment. Somerson has helped to articulate, revitalize and lead RISD's academic mission since 2011, when she was appointed interim provost. She also served as interim associate provost for Academic Affairs from 2005–07, and in

2012 an international search led to her full appointment to provost. Somerson frequently presents at museums, conferences, corporations and schools around the world, has served on many panels and juries, and appeared in several videos and television segments. She is an honored subject interviewed for the [Smithsonian's Archives of American Art](#) oral history project and has received citations for her work as a designer, artist and teacher, including two fellowships from the National Endowment for the Arts and the James Renwick Alliance [Distinguished Crafts Educator Award](#). In addition to her various academic roles at RISD, Somerson has maintained her own studio since 1979, where she designs and makes furniture.

Pradeep Sharma, Provost

Before joining RISD as dean of Architecture + Design in 2012, Provost Pradeep Sharma was head of the Bath School of Art and Design at Bath Spa University in England, where he managed the school's operations, finances, facilities, assessment and academic program development as well as the student experience. Prior to Bath, Sharma was head of Art and Design at the Cardiff School of Creative and Cultural Studies at the University of Glamorgan, UK and a research fellow and senior lecturer at United Institute of Technology in New Zealand. He has maintained a design management and consultancy practice since 2002. He holds a BA and an MA in Electrical and Information Sciences from Cambridge University, an MA in Industrial Design Engineering from Teesside University and a Doctorate in Management from the University of Hertfordshire.

Bill Kramer, Vice President of Institutional Engagement

Bill is a fundraising, management, and external relations professional with more than 25 years of experience in the nonprofit and public sectors. Since joining the team in 2016, he is responsible for leading the advancement of the college through strategic fundraising, alumni relations, planning and communications initiatives. Prior to this role, Kramer was a managing director at the Academy of Motion Picture Arts and Sciences in Los Angeles. Kramer also has served as the chief advancement officer for the Southern California Institute of Architecture (SCI-Arc) - where he established the university's first external affairs department and helped SCI-Arc purchase its campus in downtown Los Angeles—and executive director of development for the California Institute of the Arts (CalArts), where he successfully completed the \$150 million Campaign for CalArts. Kramer holds a master's in Urban Planning and Public Administration from New York University and a bachelor's in Business Administration from the University of Texas at Austin.

Nancy Skolos, Dean of Architecture and Design

Dean Skolos was appointed to the position of Dean of Architecture and Design after serving first as Interim Dean and prior to that as Department Head of Graphic Design. She began at RISD as a part-time faculty member in 1989 and has been a member of the full-time faculty since 1999. Along with her partner, Thomas Wedell in the studio Skolos-Wedell - the two work to diminish the boundaries between graphic design and photography - creating collaged three-dimensional images influenced by modern painting, technology and architecture. The studio's work has received numerous awards including a Gold Medal in Warsaw in 2010 and a Silver Medal in Lahti 2011, and has been widely published and exhibited. Skolos-Wedell's posters are included in the graphic design collections of the Metropolitan Museum of Art, The Library of Congress, the Cooper Hewitt, Smithsonian Design Museum, the Museum of Modern Art, The Israel Museum, the National Museum Poznan, and the Museum für Gestaltung. Skolos is an elected member of the Alliance Graphique Internationale and a Boston AIGA Fellow. Skolos-Wedell's book, *Graphic Design Process*, published by Laurence King, London was released in 2012 and distributed by Chronicle Books in the US, as well as in five other countries and languages. Their first book *Type Image, Message* was published by Rockport in 2006.

Changes in enrollment.

The department enrollment numbers have stayed relatively constant over the past three years. Total class size is equivalent to approximately 220 students per year. The enrollment numbers have stayed the same in total but the distribution among the MArch 3 Year and 2 Year Advanced Standing program has slightly changed. For students enrolled in our BArch program, the enrollment went from

116 in 2016-2017 to 117 in 2016-17. For the MArch 3 year program, it went from 71 students in 2015-16 to 65 students in 2016-17, while the MArch 2 Year Advanced Standing program increased from 12 students in 2015-16 to 17 students in 2016-17. We have intentionally targeted our program enrollment numbers at 220 students per year. We continue to improve our outreach and recruitment to increase matriculation.

New opportunities for collaboration beyond the campus.

In addition to collaborative opportunities through corporate external partnerships, the Department of Architecture has worked closely with RISD Global to strengthen and develop several international programs and partnerships. RISD Global is a hub for discourse and cross-cultural exchange that supports students, faculty and members across the RISD community on campus and in the world.

The RISD Global office has grown and now is able to support and advise our students about many global programs and opportunities, on and off campus, including RISD in Rome's European Honors Program, Study Abroad & Travel Courses, and Global Exchanges. In addition, we have worked with the Global office to host international visitors to campus, including visiting delegations, scholars, and artists including from Domaine de Bois Buchet, and art and design institute in Southern France, Chinese Academy of Art in Hangzhou, China, and the Aalto University in Finland. We have developed several interdisciplinary grant proposals including with the Luso-American Foundation in Portugal, the Ministry for Handicrafts, Solidarity and Social Economy of Morocco, and with Aalto University to strengthen our ties around material cultures and traditional and contemporary means of production.

Finally, we have worked closely on developing a new study abroad program and deeper ongoing relationships including the second iteration "Slice of Life 2" (SeOuL), a semester-long global program. Like RISD's long-standing European Honors Program (EHP) in Rome, SeOuL takes students to another city for a fully immersive experience where 13 students and 1 faculty member from EWHA & RISD work side by side as peers to discover layers of culture and design in Seoul.

New opportunities for collaboration across the campus.

Last year, the RISD Architecture initiated a pilot program with Brown University to develop a path for up to 15 Brown undergraduate students, who have declared a concentration in architecture, to participate in RISD Architecture pre-professional courses.

The concept for the new concentration has evolved in response to continuous interest among Brown Students, and in discussions between program Heads from Brown University's Architectural and Urban Studies and RISD Architecture. Brown and RISD have a long history of collaboration. Previously, students have been able to take classes at either institution, along with other facilities – recreational and libraries, as well as the Brown-RISD dual degree program with 72 students in five years. This program takes this relationship further by allowing student space and the ability to pre-register in a sequence of courses. The applicants are required to complete at least 2 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 complete 24 credits (or equivalent) of architecture courses including 18 credits of architectural technology, architectural history, construction or architectural drawing. Upon graduation, these students will have a chance to apply for "advanced standing" in the existing RISD Architecture 2-year Master of Architecture track. This benefits our program by connecting our architectural training with the humanities and a greater awareness of global, environmental, social and economic issues.

Significant changes in educational approach or philosophy; changes in physical resources.

The most important change to our educational approach is reflected in changes we are making to our curriculum to encourage better integration of principles and applications of sustainability throughout the student body. This proposal includes the work of numerous members of the faculty of the Department of Architecture including James Barnes, Laura Briggs, Aaron Forrest, Jeff Geisinger, Jonathan Knowles, Erik Nelson, and Brett Schneider from Fall 2014 to present.

The engagement of technology is fundamental to the discipline of Architecture – both as a means to provide function and increasingly as a driver of the design process. Most programs offering degrees in Architecture tend to teach the applied technology of Architecture (broadly structure, environmental systems, and enclosure) separately from design studios with a single “comprehensive” studio or group project course focused on the comprehensive integration of architectural technology systems design to the broader design process applied in studios at the end of the program. The current approach to the teaching of Architectural Technology at RISD follows this convention.

The revision to the curriculum presented here does not aim to close the gap between technology courses and design studios, but instead attempts to foster a more fundamental and holistic understanding of Architectural Technology. The revision aims to put technology into the context of its basis in history and the science behind it. This is intended to enable students to see the application of technology as a malleable tool rather than as a series of requirements to fulfill distinct from their own design process. This will be achieved through the three significant revisions to the curriculum:

- Introduction of two new required courses to provide a broader introduction to the sequence – one in the related physics (ARCH 2150 Natural Phenomena) and one in integrated systems of building (ARCH 2151 Architectural Anatomy);
- Movement of the capstone course (ARCH 2178 Integrated Building Systems) forward from the last year of the program to allow for elective courses after the completion of the required sequence for broader application and exploration. Given that systems are now introduced in an earlier course (ARCH 2151 Architectural Anatomy) this course can be revised to be more workshop based and intensive relative to systems design (to be called ARCH 2155).
- Coordination with ongoing cross-disciplinary initiatives in the Design Science (interdepartmental initiative in collaboration with RISD Nature Lab), Nature-Culture-Sustainability Studies (Concentration), and Computation, Technology, and Culture (Concentration) for possible overlap and inclusion of our courses and use of corresponding courses in these areas for electives in the sequence.

It is intended that the implementation of this revision would begin with the 2018-19 academic year.

Goals for Revised Sequence:

- Provide a foundation in the fundamental science of building technology at the beginning of the curriculum.
- Provide an integrated introduction to building technology and systems at the beginning of the curriculum.
- Coordinate this scope of the curriculum to the sequence of core studios.
- Allow for related electives at the end of the curriculum for advanced study and varied topics.

Changes in financial resources (increases, decreases, external pressures).

In President Somerson’s fall letter to the community, she was proud to update trustees, alumni, and parents on recent fundraising successes. Remarkably, already in the first quarter of this year, RISD has surpassed last year’s entire fundraising total of gifts and pledges, raising over \$6 million in just three months. This is an extraordinary achievement. Most of this money is aimed toward scholarships and support for access to a RISD education, a commitment that President Somerson is working hard to advance and expand. Our Institutional Engagement staff, under the leadership of Vice President Bill Kramer, is making tremendous progress. In addition, endowment revenue has grown steadily over the last several years [RISD Fact Book, pg. 89](#).

Understanding and being sensitive to the financial needs of students is important at RISD. Thus, RISD is working hard to lower increases in tuition. In the last academic year 2016-17, the percentage increase was lowered to 2.1% from 2.8% in the previous year. This percentage was even more

noticeably lower from 2014-15 academic years' percentage increase was 3.9%. Room and board rates have remained flat.

Campus Plans and the Next Strategic Plan.

The RISD Campus Master Plan was approved by its Board of Trustees in May 2015. Since that time, several steps have been taken towards implementation of the plan. A Campus Master Plan Committee comprised of senior administrators, faculty, staff and students began meeting monthly in October 2015. This committee is charged with, among other things, reviewing all proposed projects to ensure their conformance with the planning principles outlined in the Master Plan. Several studies are underway relating, including the study of the [Bayard Ewing Building](#), to the near term initiatives outlined in the plan, [campusmasterplan.risd.edu](#)

Along with the Bayard Ewing Building, the other most recent Master plan project to move forward is the RISD Dormitory Quad block. RISD has hired the New York and Boston based architectural firm of NADAAA, led by RISD Architecture alumnus, Nader Tehrani, to study and make recommendations for future renovations and possible new construction. The Quad holds a special place in the hearts of many in the RISD community, and the study team is working to hear our collective experiences, hopes and dreams for the Quad's next 60 years. They have begun meetings with students to learn about their experiences living in and interacting with Quad-based resources (housing, dining, fitness center, health and counseling services, etc.).

This November, President Somerson and Provost Sharma kicked off discussions for RISD's next official Strategic Plan, by providing an opportunity for the RISD community to launch the process together. After preliminary remarks, the participants, made up of faculty and staff, dispersed into working groups and then returned to the RISD Museum for the recap and reception. The Strategic Planning session was coordinated with our 2nd Annual Development Day. This year, RISD's Development Day was focused on promoting and engaging our community in aspects of Diversity, Equity and Inclusion. The goal was to continue the campus-wide conversation around Diversity, Equity and Inclusion.

d. Summary of Activities in Response to Changes in the NAAB Conditions [2014 NAAB Conditions](#)

RISD, 2016 update:

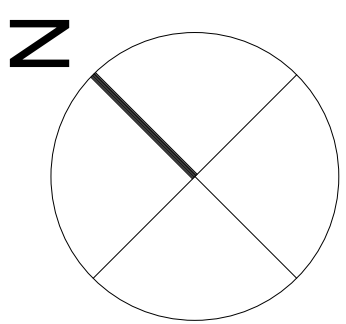
The most significant changes between the 2009 Conditions for Accreditation and the 2014 version is within the Student Performance Criteria. Integration now plays a more critical role with the new formulated Realm C: Integrated Architectural Solutions.

Our recent curricular changes are designed to create better integration of building technology and architectural thinking from the outset and thus are aligned with recent NAAB changes. The goal is two-fold; to better introduce analytical thinking and ecological literacy into the artistic realm of the studio environment and to provide students the tools to critically respond to environmental stewardship. The curriculum will introduce building physics principles from across the scientific spectrum of physical, biological and thermodynamic world at the same time students are learning principles of space making. Architectural anatomy will introduce and students ask them to synthesize design decisions across systems and scales. In the final year, students will be asked to develop comprehensive projects using the knowledge they have gained through focused problem sets. At several stages in the curriculum, students will be familiarized with relevant zoning and building codes with an emphasis on life safety and accessibility. This approach will provide our students the ability to think creatively about how buildings interact with dynamic conditions and regulatory parameters.

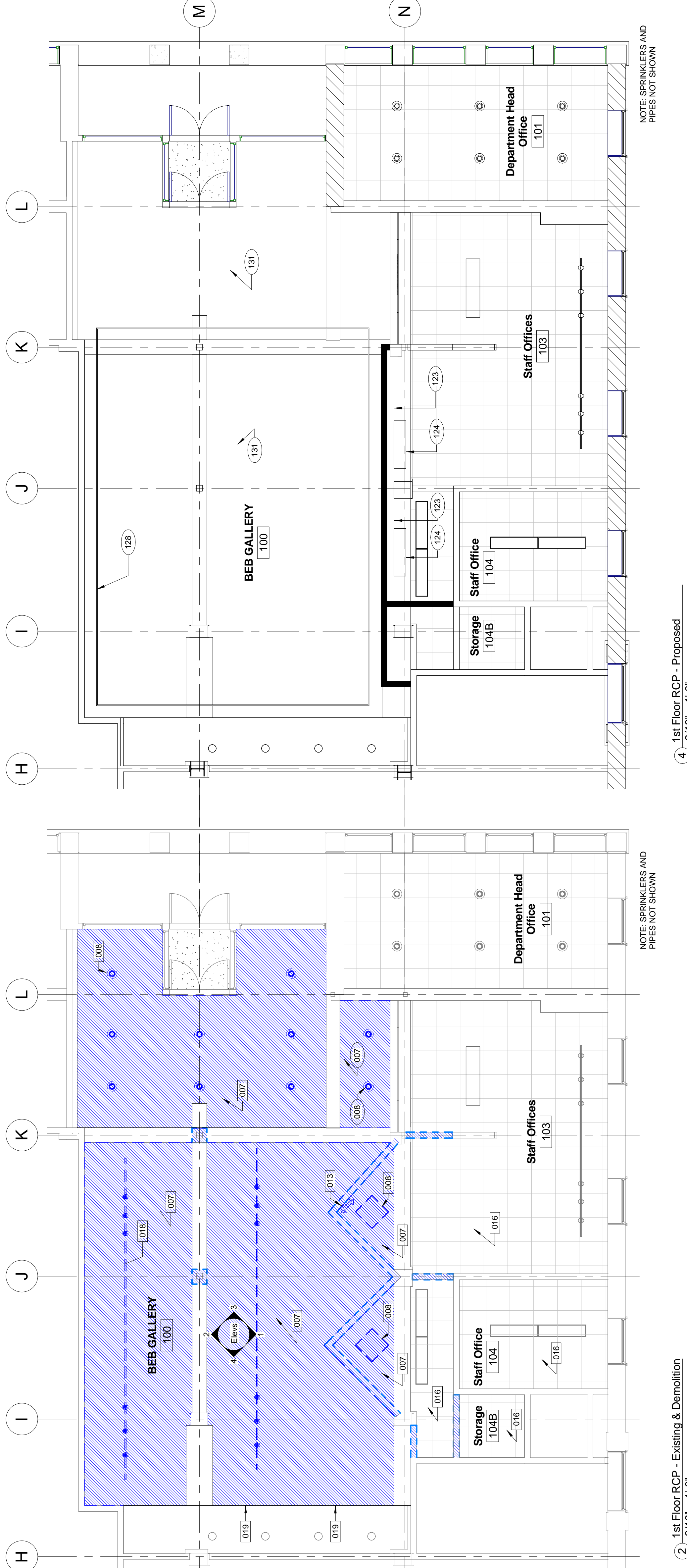
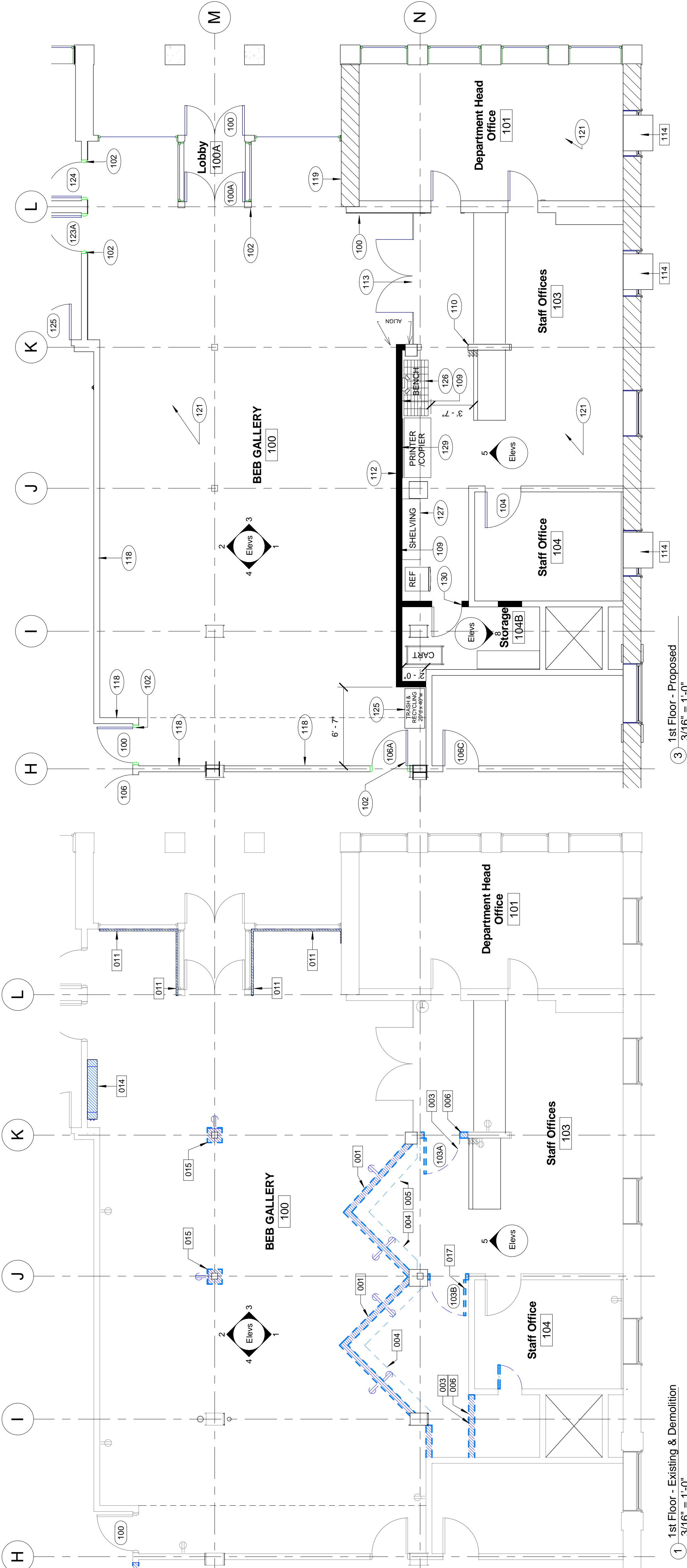
e. Appendix (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

RISD, 2016 update:

APPENDIX 1. BEB RENOVATION- LOBBY|GALLERY PLANS



Key Value	Keynote Text
001	DEMOLISH EXISTING WALLS
003	REMOVE DOOR AND CASING.
004	DEMOLISH AND DISPOSE OF EXISTING BUILT-IN PLYWOOD SHELVES
005	REMOVE AND RETAIN EXISTING PLYWOOD MAILBOXES
006	WIDEN AND HEIGHTEN OPENING AS MUCH AS POSSIBLE. DO NOT DISTURB SPLINE CEILING.
007	DEMOLISH AND DISPOSE OF ALL EXISTING CONCEALED SPLINE ACT IN GALLERY.
008	REMOVE AND DISPOSE OF SURFACE MOUNTED LIGHT FIXTURES.
010	DEMOLISH AND DISPOSE OF ALL UNUSED DUCTWORK.
011	REMOVED AND DISPOSE OF EXISTING WOOD RAILS.
012	REMOVE AND DISPOSE OF WINDOW AIR CONDITIONER UNITS. REPLACE WITH NEW EFFICIENT WINDOW A/C UNITS.
013	REMOVE AND RETAIN EMERGENCY LIGHTING FOR REUSE.
014	REMOVE AND STORE ILLUMINATED DISPLAY.
015	REMOVE GWB SURROUNDS AT STEEL POSTS. VERIFY ADEQUATE FIREPROOFING.
016	EXISTING CONCEALED SPLINE CEILING TO REMAIN. CASING. DO NOT DISTURB CEILING.
018	REMOVE AND DISPOSE OF EXISTING TRACK LIGHTING. NEW LIGHTING DESIGN BY OTHERS.
019	EXISTING GWB SOFFIT TO REMAIN.
100	PATCH AND PAINT. RISD WHITE. TYP. ALL WALLS AND HOMOSOTE IN GALLERY, OFFICES AND STORAGE AREAS.
102	PAINT TRIM AND DOORS. TYP.
103	RELOCATED EXISTING TRACK LIGHTING. INSTALL NEW RISD STANDARD LAMPS.
105	NEW HOMOSOTE MOUNTED TO WALL. PAINT RISD WHITE. TRIM AT EDGES.
106	INSTALL EXISTING MAILBOXES.
107	ADJUSTABLE SHELVING SUPPORTS TO BE BY RAKKS. C-STANDARD SURFACE MOUNT. RE-USE EXISTING SHELVING WHERE POSSIBLE.
109	PROVIDE CONCEALED IN-WALL BLOCKING FOR SHELVING.
110	CUT BACK PARTITION TO WIDEN AND HEIGHTEN OPENING. HEIGHT TBD. KEEP SPLINE CEILING INTACT. DO NOT RELOCATE ELECTRICAL OUTLETS AND SWITCHES..
112	NEW PARTITION. STEEL STUD 16" O.C. ACOUSTICAL BATT INSULATION. 5/8" GYPSUM WALLBOARD OFFICE SIDE. 1/2" FIRE RETARDANT TREATED PLYWOOD AND 5/8" GYPSUM WALL BOARD GALLERY SIDE. STEEL C-STUD RUNNER. SEALANT BOTH SIDES. ACOUSTIC SEALANT. PLYWOOD
113	SIGNAGE BY OTHERS
114	NEW HIGH EFFICIENCY WINDOW A/C UNITS.
117	NEW ILLUMINATED DISPLAY BOARD BY OTHERS.
118	GALLERY WALL OVER EXISTING WALL. PATCH AND REPAIR EXISTING. ADD 1 LAYER 1/2" PLYWOOD UNDER 5/8" GWB. ON GALLERY SIDE, FINISH AND PAINT.
119	SANDBLAST BRICK WALL TO REMOVE PAINT TO MATCH EXTERIOR BRICK.
121	SAND AND REFINISH ALL GALLERY AND OFFICE FLOORS.
123	PATCH, PAINT GWB CEILING AT BEAM AND NEW PARTITION.
124	NEW 1X4' SURFACE MOUNT FLOURESCENT LIGHT FIXTURE
125	TRASH AND RECYCLING RECEPTACLE. VERIFY DOOR CLEARS 40" WIDE RECEPTABLE AND LAYS FLAT AGAINST WALL
126	NEW BENCH BY OTHERS
127	SHELF BRACKETS BY RAKKS. SHELVES T1 BE 1/2" PLYWOOD. FINISHED.
128	NEW SUSPENDED OPEN GRID CEILING. LIGHTING AND AV ABOVE
129	INSTALL 3'X5' HOMOSOTE ABOVE COPIER AREA FOR BULLETING BOARD. TRIM, PAINT.
130	NEW 4 7/8" GWB PARTITION WITH LOCKABLE KEYED DOOR.
131	LIGHTING DESIGN BY OTHERS.



APPENDIX 2. FACULTY CV

EMANUEL ADMASSU

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678-316-4185
eadmassu@risd.edu

EDUCATION

2012 – 2013 Applied Research Practices in Architecture (ARPA), Columbia University, New York, NY
2011 – 2012 Master of Science in Advanced Architectural Design, Columbia University, New York, NY
2002 – 2007 Bachelor of Architecture, Southern Polytechnic State Univ., Marietta, GA

ACADEMIC EXPERIENCE

Summer 2015 – Present Assistant Professor, Rhode Island School of Design, Providence, RI

Advanced Studio - Studio critic, wrote the syllabus and assignments.

World Architecture History - Lecture, discussion groups, essays and presentations.

Advanced Theory Seminar - Lecture, discussion groups, essays and presentations.

Core Studio (Arch. Design) - Studio critic, wrote the syllabus and assignments.

Advanced Studio - Served as studio critic, wrote the syllabus and assignments.

World Architecture History - Providence, RI. Lecture, discussion groups, essays and presentations.

Summer 2014 - Summer 2015 Adjunct Assistant Professor, Columbia University, New York, NY

Studio-X Graduate Workshop, Summer - Addis Ababa, Ethiopia Organized and led a 2-week workshop analyzing the largest marketplace in Africa—Addis Merkato.

Introduction to Architecture, Summer - Served as studio critic, wrote the syllabus and assignments.

Adv. Studio VI, Spring (ALA Studio) - Weekly desk-crits, pin-ups and reviews. Framed assignments and coordinated studio travel itinerary to Istanbul.

Adv. Studio V, Fall (Hoang Studio) - Desk-crits, pin-ups, reviews, and travel to Moscow and London.

Introduction to Architecture - Served as studio critic, wrote the syllabus and assignments.

Summer 2013 - Spring 2014 Associate in Architecture, Columbia University, New York, NY

MsAAD Summer, Adv. Studio V and VI - Assisted Professors Phu Hoang and Shahira Fahmy with graduate studio traveling to Moscow, Istanbul and Cairo.

PROFESSIONAL EXPERIENCE

August 2013 - Present AD-WO, Brooklyn, NY & Providence, RI

Mullege Luxury Apartments - Addis Ababa, Ethiopia Preliminary design for multi-family residential development

Material as Social Construct as Material - Providence, RI Exhibition and gallery talk at Bayard Ewing Building

Merkato Animation - Tel Aviv, Israel Animation for the Tel Aviv Museum of Art

Oslo Architecture Triennale 2016: After Belonging - Oslo, Norway Competition submittal

Korea Rural Arch. Competition - Sari-Myeon, South Korea Competition submittal

AZ - Bole - Addis Ababa, Ethiopia Conceptual design for mixed-use development.

Bilal - A Love Surreal - Brooklyn, NY Music video

K. Awoke House - Addis Ababa, Ethiopia Conceptual design for multi-family residential development.

Menged MERKATO - Addis Ababa, Ethiopia On-going research on the central marketplace of Ethiopia

FOUND! Installation - Brooklyn, NY Temporary installation

AARON DAVID FORREST

Principal, Ultramoderne
Assistant Professor, RISD Architecture
aaron@ultramoderne.net
www.ultramoderne.net

CERTIFICATION

Registered Architect New York State #037207
NCARB #78757
American Institute of Architects #38382937

EDUCATION

2008 Master of Architecture, Princeton University.
Certificate in Media + Modernity, Princeton University.
2002 A.B. in Architecture, Princeton University. Magna cum Laude.

TEACHING

2014 - Rhode Island School of Design, Providence, RI. Assistant Professor of Architecture.
2011 - 2013 University of Pennsylvania School of Design. Philadelphia, PA. Visiting Lecturer.
2006 - 2008 Princeton University. Princeton, NJ. Assistant in Instruction.

ACADEMIC SERVICE

2015 - 2016 Architecture Lectures and Exhibitions Committee
Architecture Technical Curriculum Subcommittee
Research Advisory Council
Architecture Graduate Admissions Committee
2014 - 2015 Architecture Lectures and Exhibitions Committee
Architecture Graduate Admissions Committee

PROFESSIONAL

Ongoing Ultramoderne. Architectural design & research practice. Principal. With Yasmin Vobis.
2010 - 2014 Bernheimer Architecture. Brooklyn, NY. Project Architect.
2009 - 2010 LTL Architects. New York, NY. Designer.
2008 Ábalos & Herreros Arquitectos. Madrid, Spain. Architect.
2003 - 2005 Guy Nordenson and Associates. New York, NY. Designer & Project Manager.

PUBLICATION BY

2015 Four Corners Pavilion, *Timber In the City: Design and Construction in Mass Timber*. Ed. Andrew Bernheimer. ORO Editions.
2012 "Diverted Perspectives," *Luis M. Mansilla & Emilio Tunon: From Rules to Constraints*. Giancarlo Valle, ed. Lars Mueller Publishers.
2011 "Water Proving Ground," *Rising Currents: Projects for New York's Waterfront*. Barry Bergdoll, ed. Museum of Modern Art. With LTL Architects, Yasmin Vobis, Perla dis Kristinsdottir, Megan Griscom.
2011 "Fear of Grids," *Another Pamphlet 2*.
2010 *On the Water: Palisade Bay*, Guy Nordenson, Catherine Seavitt, and Adam Yarinsky. Hatje Cantz. Drawings.
2009 "Periphon," *Pidgin 6*.
2008 "Average Bryant Park," *Pidgin 4*.

JEFFREY GEISINGER

6 Laurel Street
Cambridge, MA 02139
845.304.2659 jgeis9@gmail.com

EDUCATION

SMArchS in Building Technology
Massachusetts Institute of Technology, Cambridge, MA 2015
Bachelor of Architecture
Rice University, Houston, TX 2004

CREDENTIALS & AFFILIATIONS

Licensed Architect, Registered in New York (#033679) and Massachusetts (#32275)
LEED Accredited Professional BD+C
American Institute of Architects
Society of Building Science Educators

PROFESSIONAL EXPERIENCE

Principal
Jeff Geisinger Architect, Cambridge, MA 2015-Present

Architect
Terrapin Bright Green, New York, NY 2014

Architect
Ennead Architects (formerly Polshek Partnership), New York, NY 2007-2013

Architectural Designer
Guillermo Vazquez Consuegra Arquitecto, Seville, Spain 2004-2007

Architectural Intern
Pei Cobb Freed and Partners, New York, NY 2002-2003

TEACHING EXPERIENCE

Adjunct Professor, Environmental Design I and II (Arch 2156 and 2158)
Rhode Island School of Design, Providence, RI 2015-present

Teaching Assistant, Daylighting and Solar Gain Control (4.430) + Environmental Building Technology (4.401)
Massachusetts Institute of Technology, Cambridge, MA 2014-2015

Researcher, MIT Sustainable Design Lab 2014-present
Massachusetts Institute of Technology, Cambridge, MA

PUBLICATIONS

Reinhart, C., Geisinger, J., Dogan T., and Saratsis, M., "Still Playing - Lessons Learned From Teaching Building Simulation Strategies As A Game," Proceedings of the 14th International Conference of the international Building Performance Simulation Association, 2015, Hyderabad, India.

AMY CATANIA KULPER

EDUCATION

- 2008 Ph.D. in the History and Philosophy of Architecture, Cambridge University, Cambridge, UK.
- 1993 M.Phil. in the History and Philosophy of Architecture, Cambridge University, Cambridge, UK.
- 1990 M.Arch. The University of Pennsylvania, Graduate School of Fine Arts, Philadelphia, PA.
- 1986 B.A. Franklin and Marshall College, Lancaster, PA.
- 1985 Institute for Architecture and Urban Studies, New York, NY.

ACADEMIC APPOINTMENTS

- 2016- Associate Professor of Architecture, Rhode Island School of Design
- 2006 2016 Assistant Professor of Architecture, University of Michigan, Taubman College of Architecture and Urban Planning, Ann Arbor, MI.
- 2004-2005 Lecturer, Southern California Institute of Architecture, Los Angeles, CA.
- 2000-2003 Lecturer, UCLA, Department of Architecture, Los Angeles, CA.
- 1996 Visiting Faculty Member, University of Pennsylvania, Graduate School of Fine Arts, Philadelphia, PA.
- 1993-1995 Supervisor, Department of Architecture, Cambridge University, Cambridge, UK.

DOCTORAL DISSERTATION

- 2007 The Ambiguity of Immanent Nature and Its Manifestations: The Contribution of Victor Horta (2007) Supervisor: Dr. Dalibor Vesely, Cambridge University

M. PHIL DISSERTATION

- 1993 The Architecture of Earth Art (1993) Supervisor: Dr. Dalibor Vesely, Cambridge University

PROFESSIONAL AFFILIATIONS

- 2012-2015 Editorial Advisory Board for Architecture and Culture the new journal of the Architectural Humanities Research Association, UK
- 2011-2015 Design Editor for the Journal of Architectural Education
- 2010-2011 Member of the Journal of Architectural Education's Editorial Board
- 2010-2011 Member of the Design Committee for the Journal of Architectural Education

SAMPLE PUBLICATIONS

- Forthcoming Domesticated Natures: Victor Horta and the Art of Nouveau Interior, under contract with Ashgate. Completed manuscript with Ashgate, ISBN 1472436148.
- Forthcoming Immanent Natures: The Laboratory as Paradigm for Architecture's Experimental Practices, prospectus sent to The University of Chicago Press.

JOSHUA PENN RUDERMAN

110 Gleasondale Road, Stow, MA 01775
617.429.8269

EDUCATION

M.Arch, with Distinction, Harvard University, Graduate School of Design, 1/06
Yale University, School of Architecture 9/02-6/03, M.Arch II Coursework
B.Arch, Magna Cum Laude, University of Cincinnati, College of Design, Architecture, Art & Planning,
6/99

PROFESSIONAL REGISTRATIONS

Licensed Architect Commonwealth of Massachusetts, LEED AP, NCARB Certificate

TEACHING EXPERIENCE

Studio Instructor, Wentworth Institute of Technology, 3rd Year Tectonic Design Studio, 2013
Studio Instructor, Northeastern University, Architecture Graduate Thesis Studio, 2007
Studio Instructor, Northeastern University, 2nd and 3rd Year Design Studios, 2006-2009
Studio Instructor, Harvard University, "Career Discovery", Summer 2006
Teaching Fellow, Harvard University, "Design Pedagogy" - with Jorge Silvetti, 2005
Teaching Assistant, Harvard University, 1st Semester Core - Coordinator Scott Cohen, 2005
Teaching Assistant, Harvard University, 2nd Semester Core - Instructor Michael Meredith, 2005
Teaching Assistant, Harvard University, 3rd Semester Core - Instructor Toshiko Mori, 2004
Teaching Assistant, Yale University, Intro to Visual Studies: Formal Analysis - Peter Eisenman, 2002
Teaching Assistant, University of Cincinnati, Architectural Presentation Drawing, 1998
Invited Juries: Harvard University, MIT, RISD, University of Michigan, Northeastern University,
Georgia Tech, University of Cincinnati, Wentworth Institute of Technology

PROFESSIONAL EXPERIENCE

OPRCH, Founder, 2004

Aesop Boston – Executive Architect w/ William O'Brien Jr. – Completed 2012
Kirkland Road Residence – Ongoing
Electrolux 2011 Kitchen Design Competition – Finalist
East Boston Residence – Completed 2010
Metropolitan Avenue Residence –Project

Fennick McCredie Architecture, 10/13-Present

Massport Air Rights Garage – Project Architect – Program Definition
Plymouth Transportation and Visitor Center – Project Architect – SD

Hashim Sarkis Studios, 10/09-10/13

K-12 Academy Damascus Syria – Project Architect – Master Plan, SD
Byblos Town Hall – Project Team – SD, DD, CD
Boston Eye Group Clinic Renovation – Project Architect – SD, CD, CA T
Revere Street Residence – Project Architect - SD, CD, CA
Heart of Doha Daily Mosque – Project Manager – Invited Competition
Boston Society of Architects BSA Space – Project Manager – Competition Finalist

Schwartz/Silver, 1/07-5/09

McCoy Federal Building Modernization and Entry Pavilion - Project Architect – SD
City of Boston Public Library Archives Cladding Study – Project Manager
House in Falmouth – Project Team – SD, DD

Office dA, 6/03-8/05

Brandeis University Rose Art Museum - Project Manager - Competition
Elemental - Low-cost Housing for Chile - Project Team - Competition
Chicago Intergenerational Learning Center - Project Team - Competition
Chauncy Street Residential Loft - Project Manager - SD, DD, CD

JONATHAN SCELSA

EDUCATION

HARVARD UNIVERSITY
2009 - 2011 Graduate School of Design, Cambridge, MA
Master's of Architecture in Urban Design with Distinction

CARNEGIE MELLON UNIVERSITY
2001 - 2006 School of Architecture, Pittsburgh, PA
Bachelor of Architecture with College Honors
Minor in Industrial Design

PROFESSIONAL PRACTICE

OP-AL, OP/ ARCHITECTURE LANDSCAPE
2013 - PRESENT Owner / Partner

GRANTS, HONORS AND AWARDS

2015 NYSCA Architecture + Design Grant - The Gowanus Roof-Scape
2015 Competition Construction Grant Winner - Field Constructs Design Build Competition
2015 Honourable Mention - Axis Civitas Design Competiton
2013 Honourable Mention - Playscapes International Design Competition
2011 Distinction - The Graduate School of Design, Harvard University
2011 Urban Design Thesis Prize - Harvard Design School
2010 Penny White Travel Grant - Harvard Design School

EXHIBITION OF WORK

2016 Gowanus by Design Exhibition - Axis Civitas
2015 Mat Lab Exhibition - University of Pennsylvania
2015 Field Constructs Design Exhibition - University of Texas Austin
2015 The Anamorphic Hut - Faculty Biennale, RISD Museum Providence

PUBLISHED WRITING + EDITING

2015 The Function of Style with Farshid Moussavi
2015 Ambiguously Contingent / The Folly as both subject and object
2015 Bundled Bezier Bifurcations: Elevations of Yamasaki
2015 Plumbing the 20th Century in PLOT Vol 4. Waste
2014 Enfiladed Grids: The Museum as City
2014 Linear Voids: Sequences of Architectural Events
2016 Morphing Manhattanism
2014 Voluntary Prisoners of Landscape

LICENSURE / MEMBERSHIP

2015 NYS Licensed Architect #083060
2006 - PRESENT NCARB Member, Accredited Professional
2011 - PRESENT Association of Collegiate Schools of Architecture Member

YASMIN VOBIS

Ultramoderne, Principal
Critic of Architecture, Rhode Island School of Design
yasmin@ultramoderne.net / yvobis@risd.edu

EDUCATION

2009 Master of Architecture, Princeton University.
2005 B.A. in Architecture, University of California at Berkeley. Highest distinction.

TEACHING

2014 Rhode Island School of Design. Providence, RI. Part-time faculty.
2010 Princeton University. Princeton, NJ. Assistant in Instruction.
2008 Princeton University. Princeton, NJ. Assistant in Instruction.

EXPERIENCE

Ongoing Ultramoderne. Principal. With Aaron Forrest.
2012 - 2014 Steven Holl Architects. New York, NY. Assistant Project Architect.
Projects: Museum of Fine Arts Houston Expansion, Hunters Point Community Library, Virginia Commonwealth University ICA.
2010 - 2012 Guy Nordenson and Associates. New York, NY. Designer + Project Manager.
Projects: National Museum of African American History and Culture, Bella Oaks, Bull Creek Residence, SFSU Mashouf Performing Arts Center, Kimbell Art Museum Extension, Jefferson National Expansion Memorial Gondola System and Stations.
Competitions: Museum of Natural History Denmark, Taiwan Tower Competition, National Scout Reserve Pedestrian Bridge.
2009 - 2010 MoMA PS1/ LTL Architects. New York, NY. Resident Designer for Rising Currents charrette.
2007 WORKac. New York, NY. 49 Cities Publication. Research Assistant.
2005 - 2006 Ogrydziak / Prillinger Architects. San Francisco, CA. Designer.
Projects: Gallery House, The Way Out, Conway House.

EXHIBITIONS|AWARDS

2016 American Academy in Rome Prize
Exhibitor, Timber City. National Building Museum, Washington DC.
Exhibitor, Architectural League Prize Exhibition. Parsons Gallery. New York, NY.
Exhibitor, 5x5: Participatory Provocations. University of Illinois at Urbana-Champaign, Kent State University, Rhode Island School of Design (traveling).
2015 Exhibition of ongoing Ultramoderne work. RISD Department of Architecture.
2015 RISD Faculty Biennial. RISD Art Museum, Providence RI.
2014 Four Corners Pavilion. Competition & installation for Urban Timber: From Seed to City. BSAspace / Boston Society of Architects.
2011 autotimelapse. Video for Life at the Speed of Rail, Van Alen Institute.
2010 On the Water: Palisade Bay and The Mississippi Delta: Constructing with Water. Workshopping.
Exhibition US Pavilion, Venice Architecture Biennale. Physical models, with Guy Nordenson, Catherine Seavitt, Architecture Research Office, LSU Coastal Sustainability Studio, and Anthony Fontenot.
2010 Rising Currents: Projects for New York's Waterfront. Museum of Modern Art. With LTL Architects, Aaron Forrest, Megan Griscom.
2007 Periphon. Installation, sounded() exhibition at Mendel Music Library. With Aaron Forrest, Ajay Manthripragada, and Howard Huang.

SARA WILLETT

Rhode Island School of Design
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EDUCATION

University of Maine Orono, ME

Master of Arts, History 2010

Bachelor of Arts, History 2008

Bachelor of Science, Secondary Education 2006

PROFESSIONAL EXPERIENCE

Senior Department Administrative Coordinator for the Architecture Department at Rhode Island School of Design, Providence, RI 7/16-Present

Administrative Assistant for Donor Programs at Bates College, Lewiston, ME 9/12-7/16

Event Coordinator/Grant Writer, "Wabanaki People & Places: Past, Present & Today Outreach Program", Poland, ME 3/11-6/11

Graduate Assistant/Project Coordinator, Wabanaki Center at the University of Maine, Orono, ME 8/08-6/10

PUBLICATIONS & PRESENTATIONS

"Turn of the Century Maine Indian Basket Makers: A Comparative Study of Bar Harbor and Poland Spring Camps" Presentation to the Ricker Memorial Library of Poland, Maine (February 11, 2011), Minot, Maine Historical Society (April 12, 2012).

Willett, Sara B., "Finally Seeing the Upcard: An Examination of the Early Tribal-State Relationship Surrounding Tribal Gaming Initiatives in the State of Maine" (2010).

"A Look at Tribal Gaming in Maine" two part presentation to Professor Gkisedtanamoogk's NAS Class at the University of Maine at Orono. Spring Semester 2010.

AWARDS

University of Maine's Presidential Achievement Award 2005

The Rhode Island Foundation's Alan Shawn Feinstein Merit Award for Outstanding Community Service 2002

Certificate of Excellence Prudential Spirit of Community Awards 2000

MEMBERSHIPS & COMMUNITY ENGAGEMENT

Project Liaison for Chief Oren Lyons' Visit to Bates College and Tribal Communities 2013-14.

Volunteer and Consultant for the Poland Maine Historical Society 2011.

Champions Board Member for Maine Girls Collaborative Project 2008-2010

Member of Phi Alpha Theta (International Honor Society in History)