

Roger Williams University

Interim Progress Report for Year Three

Instructions and Template

November 30, 2021

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1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:

1. The program's correction of not-met Conditions or Student Performance Criteria from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Summary of Preparations for Adapting to 2020 NAAB Conditions.

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.¹ The panel may make one of three recommendations to the Board regarding the interim report:

1. Accept the 3-Year Interim Progress Report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR. If the Board approves the recommendation no further reporting is necessary. The Annual Statistical Report (See Section 9 of the 2015 Procedures) is still required.
2. Accept the 3-Year Interim Progress Report as having demonstrated progress toward addressing deficiencies identified in the most recent VTR; the fifth-year report must include additional materials or address additional sections. The Annual Statistical Report is still required.
3. Reject the 3-Year Interim Progress Report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified, and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The Annual Statistical Report is still required.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted through the NAAB's Annual Report System (ARS). As described in Section 10 of the 2015 NAAB Procedures for Accreditation "...the program will be assessed a fine of \$100.00 per calendar day until the IPR is submitted." If the IPR is not received by January 15 the program will automatically receive Outcome 3 described above. Email questions to accreditation@naab.org.

Instructions

1. Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.
2. Type all responses in the designated text areas.

¹ The team chair will not have participated in the visiting team during the year in which the original decision on a term of accreditation was made.

3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a 3-Year IPR.

2. EXECUTIVE SUMMARY OF 2018 NAAB VISIT

CONDITIONS NOT MET

2018 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2018 VTR
None

3. TEMPLATE

Interim Progress Report
Roger Williams University
School of Architecture, Art and Historic Preservation
M. Arch. [B.S. in Architecture and Master of Architecture: 181 credit hours]
Year of the previous visit: 2018

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:

Name: Stephen White, AIA

Title: Dean and Professor of Architecture

Email Address: swhite@rwu.edu

Physical Address:

Roger Williams University
School of Architecture, Art and Historic Preservation
One Old Ferry Road
Bristol, RI 02809-2921

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Margaret Everett, Ph.D.,

Title: Provost and Senior Vice-President for Academic Affairs

Email Address: meverett@rwu.edu

Physical Address:

Roger Williams University
Office of Academic Affairs
One Old Ferry Road
Bristol, RI 02809-2921

Text from the most recent VTR is in the gray text boxes. Type your response in the designated text boxes.

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

a. Progress in Addressing Not-Met Conditions

Roger Williams University, 2021 Response: N/A

b. Progress in Addressing Not-Met Student Performance Criteria

Roger Williams University, 2021 Response: N/A

II. 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).

Roger Williams University, 2021 Response: 1) Faculty Retirement/Succession Planning— Since the 2018 NAAB Visit, the School has had several retirements among senior tenured faculty—Hasan-Uddin Khan, Distinguished Professor of Architecture and Historic Preservation; Eleftherios Pavlides, Professor of Architecture, Jeffrey Staats, Professor of Architecture, Sarah Butler, Professor of Art and Architectural History—as well as one faculty taking up a position at another university—Anthony Piermarini, Assistant Professor of Architecture. The university has worked with the school to replace faculty beginning with searches in 2020/21 that yielded two new tenure track faculty for 2021/22—Ruben Alcolea, Associate Professor of Architecture, and Ryan Ludwig, Assistant Professor of Architecture. Given the extent of retirements in a short period, the school has adopted a phased faculty search replacement process, seeking up to two new faculty per year. Faculty Search requests are currently under consideration for 2022/23. 2) Administrative Changes. The University achieved a new President in 2019/20, Dr. Ioannis Miaoulis, and new Provost in 2020/21, Dr. Margaret Everett. They have achieved a university-wide strategic planning process in 2020-22 facilitated by CREDO, a national higher education consulting firm. 3) Changes in Enrollment. Our BS in Architecture and Master of Architecture programs experienced gradual enrollment increases in recent years, due to several related factors—increased enrollment in our -pre-college Summer Academy in Architecture with subsequent yield to the freshman class, persistent modest yield to the Master of Architecture program from the increased size of the BS in Architecture program, and increased modest yield from external students (other Architecture pre-professional programs, and those without Architecture baccalaureate degrees) into the Master of Architecture program. This has contributed to RWU increasing studio desk space (see 4. Changes in Physical Resources) 4) Changes in Physical Resources. Following input from our Studio Culture Committee composed of faculty and students, the School has been evolving its studio space beginning in a 2019/20 pilot, to feature new collaborative spaces across the studio area as well as desk height desks and chairs instead the previous counter height tables and stools. which had been in place since the establishment of the Architecture Program in the 1980's. The 2019/20 pilot featured an increase of 14 studio desks and chairs for the M.Arch. Thesis, with the creation of two collaborative spaces—one for M.Arch. Thesis and one for Integrative Project Design Studio. Based on the success of the pilot for collaboration and for the increased comfort when students were utilizing our cloud-based computing system, for 2020/21 the school further extended the pilot to 24 additional studio desks with chairs and collaborative spaces, to accommodate all the Arch 513 Integrative Project Design Studio students, bringing our studio enrollment capacity to 424. Following, based on the success of this effort and to support enrollment that was here through the retention described above in 3. Changes in Enrollment, for the 2021/22 year we undertook a complete design studio renovation, which we have termed "Adaptation for Collaboration and Sustainability." This

renovation brings the number of collaborative spaces to 18 across the building (approximately 1 per 2 design studios in our open studio floor plan), relocated and upgraded plotting and shop facilities consolidating printing, traditional shop and digital capabilities, the creation of two new flexible classroom spaces from our previous last remaining computer lab and print area made possible by our continued evolution of the cloud-based computing access for students—which distributes computing to all students rather than requiring dedicated computer lab space. The renovation also achieved new studio lighting throughout featuring higher quality and more efficient LED lighting. The new lighting system also includes light harvesting maximized in conjunction with the Architecture Studio's existing skylights. The 2021 renovation brings total studio desk capacity to 461. The studio renovation in total provides a balance of individual and collaborative spaces, more energy efficient surroundings, when we previously were at capacity for several years prior to achieving our immediate need in 2019/20 for 14 desk spaces, and 2020/21 for 24 desk spaces.

III. Summary of Preparations for Adapting to [2020 NAAB Conditions](#)

Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

Roger Williams University, 2021 Response: RWU is addressing changes to the 2020 Conditions of Accreditation through our School's Planning + Assessment Framework (PAF), which includes our twice yearly faculty assessment workshops at the end of each semester, which are followed by planning meetings toward advancing progress built on assessment. We are framing a timeline for creating new Program Criteria (PC) and Student Criteria (SC) Matrices of Learning Outcomes for the 4+2 BS in Architecture pre-professional program + Master of Architecture accredited program sequence, and the 3.5 year Master of Architecture program. The integration of curriculum, structure and additional experiences outlined to be part of the Program Criteria is a compelling component of the 2020 Conditions, which involves significant evolution through integration of these areas. In its own way as well, the Student Criteria involve adjustment and focus which we are developing. In our 2018 NAAB Visit we prepared our documentation in both hardcopy and digital formats, so we are prepared for digital documentation required for future visits in the 2020 Conditions, and we already have a system in place of collecting student work examples from all students. Given the longer time frames now in place between NAAB Visits (8 years, plus the 1 year extension = next NAAB Visit to RWU in 2027), we are establishing a pattern of recurring assessment of outcomes with a summary internal review prior to 2027 (date to be determined, likely 2024/25). The goal is to undertake a complete internal assessment within the 2020 Conditions—this is a particularly important new process internally given the longer term/timeframe of accreditation now at 8 years. We envision a period ahead prior to the 2027 NAAB Visit of curricular evolution advancing our programs. This is also related to the faculty evolution that has been underway at RWU in recent years following multiple retirements. In addition, RWU administrators and faculty leaders are participating in assessment related webinars and workshops being provided by NAAB and ACSA.

IV. 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)

Roger Williams University, 2021 Update: Summary --1) Revised Curricula and Syllabi: Revised curriculum since the 2018 NAAB Visit include the adoption in 2018/19 of a two-course sequence Arch 281-282 Architectural Analysis I-II, replacing from the previous VARTS 101 Foundations of Drawing=Arch 287 Computer Applications in Architecture requirements. This new sequence is required for BS in Architecture pre-professional degree students, and in the 3.5 year Master of Architecture program for entering students with no prior architectural education. A central goal of this revision was to focus and develop students' ability to analyze works of architecture, and to develop representational skills both hand drawn and in digital media, in an integrated way across sequential semesters. 2) Revised Program Advisement forms reflecting new Arch 281-282 requirements. 3) One Page CV's of new administrators and Faculty: Provided for new Co-Directors Architecture Nathan Fash, AIA; Associate Professor, and Olga Mesa, Assistant Professor. New Faculty 2021- Ruben Alcolea, Associate Professor of Architecture, and Ryan Ludwig, RA, Assistant Professor of Architecture.

Arch.281.01_21FA Architectural Analysis I
SAAHP, Roger Williams University
Mondays 7:45 am-10:35 am / Arch*205
Rubén Alcolea, Associate Professor of Architecture

Architectural Analysis I

Syllabus

Course: ARCH 281 (3 Credits)
Schedule: Mondays 7:45am-10:35am
Location: Room 205
Faculty: Rubén Alcolea, Associate Professor of Architecture
ralcolea@rwu.edu
Office hours: By appointment

** Please be aware that the situation with COVID may require changes.

Course Description:

The process of design is not one of immaculate creative conception. While there might be moments of inspiration, it is fundamentally a process informed by reason and rigor that leads to a slow development of knowledge. The more 'tools' one has, the better the work. Learning from masterful works of architecture provides us with the conceptual depth and understanding necessary to produce great work.

The profession of an architect has remained relatively archaic. While the formal expression and methodology have evolved or changed, at the heart of great architecture there are universal principles which have been present for centuries.

The course will introduce beginning students to Architectural Analysis through various forms of representation. Students will engage in hand drawing, digital image making as the fundamental tools for analysis, documentation and visual communication. Emphasis will be on learning through architectural precedents offering insights into the formal, geometric, tectonic and spatial composition of buildings and their contexts.

Using case studies covering centuries of accumulated knowledge, students will learn to document, record, compose and describe different aspects of the work.

There will be a combination of short lectures and workshops throughout the semester to provide the proper structure for each step. Most exercises will be performed in-class, and completed during the week.

Overview

The modern profession of architecture has evolved from definitions established in the Renaissance by Leon Battista Alberti. In his book *De Re Aedificatoria*, Alberti ideas re-cast the architect's primary role as designer, where one approaches architecture as fundamentally an intellectual act; one draws buildings. For this reason, those involved with shaping the built environment must know how use representation to access the ideas within the work, reveal the work, and critique the work. This course will develop students' ability to use representation as a tool in the development of knowledge. Representation is a way of knowing.

Course Goals & Objectives

- Introduce students to various architectural precedent at a global scale and throughout various time periods.
- Introduction to building elements, typology and nomenclature. Develop an understanding of fundamental elements of design in context: doors, windows, roof, stair, ramp.etc...
- Develop the ability to use various drawing media (digital and manual) for architectural representation for the visual communication of architectural works and their contexts.
- Develop an understanding of the fundamental principles of design through analysis of ordering systems,

hierarchies, form, geometry, and composition.

- Develop the ability to make careful recordings from direct observation and translate those observations into drawings, models and visualizations.
- Develop the ability to read a work and draw (manually and digitally) fundamental organizational, spatial and programmatic relationships within the work through diagrams.
- Ability to compare architectural examples, describe comparisons graphically, and critically understand the design principles between various works of architecture, beyond only matters of the program.
- Develop an understanding of basic geometric constructions related to architectural geometry.
- Ability for students to understand the fundamentals of documentation, field measurements, drawing, and graphic records.
- Ability for students to develop clear architectural written descriptions of the work.
- Ability to construct ideas and images through free-hand sketch, diagramming, projection drawing and in the construction of linear perspective.

Course Structure

Students will be prepared and ready to work at the beginning of each class. Classes will be a combination of lectures, workshops, tutorials. A basic general outline of the whole course has been provided for the students to be aware of the content of each class session. However, the faculty reserve the option to change the agenda for class in order to accommodate the pace of the work, new supplemental materials or to address developing situations of the classroom.

The course is organized around two types of work:

- 1-Assignments
- 2-Discussions on essays

Assignments:

There are a series of assignments consisting on multiple steps. A series of steps will be due each week to ensure the work has a consistent pace.

The work will begin during the class period and completed and submitted the day before the following class, for this reason it is paramount that each student comes prepare and on time for each class session.

There will be an allowance of time for those assignments that are more challenging, to properly review and re-draw as necessary.

The assignments are as follows:

- A1-Introductory Exercises
- A2-Three-dimensional representation
- A3-Description through drawing
- A4-Description through drawing II
- A5-Compositional strategies
- A6-Case study

As stated earlier, there will be submissions every week, and grades will be provided for each submission.

There will be a final submission that includes all the of the assignments listed above, giving the students an opportunity to improve and resubmit for final grading.

Discussions:

Every other week, a short essay will be assigned. Each student will have to process the text and gather some conclusions in writing. In addition, a group of students will guide a discussion for each of the readings.

It is assumed that ALL students will guide the discussion on an essay.

In order to conduct the work properly, students must have the following material from the first day of class:

- 14X17 Vellum paper pad
- 11x17 Trace paper pad
- 2 Triangles (30-60-90, 45-90)
- Compass

- Architectural scale
- Tape dots/tape
- Lead holder (**not mechanical pencil...**)
- Lead sharpener
- Leads (B, H and 2H)
- Eraser
- Felt-tip pens
- Color markers (chartpak)
- Large folder (where to preserve all produced drawings)

Class meetings:

The class will meet in person. Should the situation with COVID changes, on-line format will be adopted. Accommodations for online teaching will only be available in case of COVID symptoms or snow storm. There should not be the expectation that online attendance is possible for convenience.

Cleaning stations have been installed in each classroom area. They have sanitizing spray, paper towel, and extra gloves and masks. You will be responsible for cleaning the area you use, including the technology (there are special wipes for this). Students are required to spray each flat surface used by the class – desks, chairs, etc. at the end of each class period.

Students and faculty may be required to wear face coverings throughout the class meeting and while walking inside any building on campus.

Learning Resources/Suggested Reference:

Ching, Francis Form, Space and Order John Wiley & Sons. Inc. Hoboken, NJ 2007

Jenkins, Eric Drawn to Design: Analyzing Architecture Birkhauser Verlag GmbH, Basel, Switzerland 2013.

Unwin, Simon Analyzing Architecture Routledge, New York, NY 2014.

Leupen, Bernard et al. Design and Analysis 010 Publishers, Rotterdam, Netherlands 1997.

Other Readings:

Reading assignments are fundamental to the understanding of the exercises and must be completed as required. Various reading will be assigned throughout the semester in support of the work. Students will be responsible for completing the readings and synthesizing the concepts introduced into the work.

Bridges / Online Communication:

All of the course documents, including the syllabus, the calendar, portfolio requirements, project statements, project sites, supplemental readings, and grading will be posted in the studio course section on the RWU Bridges server.

Digital Portfolio/Folder structure:

A digital folder has been provided which includes all the subfolders you must use during the semester. At the end of the term you will be required to submit the complete folder with all the original files within it.

The folder will also include an Indesign document of all the spreads for each assignment. Each student is responsible for scanning the drawings and composing them in the layout provided and submit a high-resolution pdf, single page per page of each of the assignments on the due date.

The submissions will follow the naming convention: [arch281_01_21fa_a#_lastnameinitial](#)

For the purpose of the accreditation process, the faculty reserves the right to collect all original drawings of individual students.

Grading Policy:

The faculty will evaluate the components of each project and assigned a grade. For the final grade, each project is weighted according to the duration and the significance of the project within the semester's work. However, projects may build upon previous work, so students are encouraged to re-visit and re-work projects that have already been reviewed. The design process is not linear, and thus the evaluation of the work will be based on iterative improvement throughout the semester.

Should verifiable and valid circumstances prevent a timely completion of a project, it is the student's responsibility to make the instructor aware of the situation before the final review. No late projects will be accepted unless accompanied by a medical excuse or other valid written documentation. The project will be graded down if it does not fulfill all of the presentation requirements. Evaluations for grading will be based upon each student's demonstration of an understanding of the project statement and of the objectives listed with each project-related handout. Technical excellence, neatness and craft are important components in the evaluation of the work.

Project grades will be assigned using the following format and posted via the Bridges site:

A=90 and above,

B=80 to 89.9,

C=70 to 79.9,

D=60 to 69.9,

F=59.9 and below.

Plusses and minuses are also used.

The general criteria for grading are:

A: Awarded for excellent quality work, that is fully complete for review, and submitted on time. This work challenges the student, instructor and peers; it results in an extraordinary amount of rigorous conceptual, material, and critical work. The work represents a well-articulated and inspiring response to the requirements.

B: Awarded for good quality work, that is sufficiently complete for review, and submitted on time. This work demonstrates a thorough understanding of the given objectives, showing a formally and conceptually creative and sound response; it goes beyond the minimum work required.

C: Awarded for average quality work, that is almost complete for review, and submitted on time. This work represents a reasonable and competent understanding and response to the project objectives; it fulfills the minimum requirements established for the project.

D: Awarded for poor quality work, that is insufficiently complete for review. This work is incomplete, poorly executed and/or represents a lack of understanding and/or a mediocre response to the project objectives. Many times a D represents a lack of productive time spent on the assignments.

F: Failing.

Plusses and minuses will indicate a range between the categories defined above.

I: An Incomplete grade will be granted only after the proper documentation is received and discussion with the faculty of the particular circumstances warranting the Incomplete.

The process of design is not linear, and learning digital design tools will require many iterations, testing and some movement backward to be in position to take a larger leap forward – with this in mind, faculty will average a Process & Participation grade into your semester grade. This grade reflects the discipline of your work method, willingness to take risks, a demonstrated consistent work ethic, contributions to the intellectual development of the studio work overall, as well as one's enthusiastic and insightful participation discussions of the work and reading materials.

Grading is broken into three primary components and related criteria for each given mark:

Engagement (or process, the consistent, rigorous development and testing of ideas; and studio citizenship, critical participation in the culture of the studio, teamwork/collaboration)

Improvement (or grasp, ideas combined with an appropriate process of inquiry, and a willingness to hear and incorporate criticism – revision and iteration)

Accomplishment (or resolution, the demonstration of competence, completeness, and finesse through representation, both graphic and three-dimensional)

The breakdown of grading will be as follows:

50% Assignments (engagement, improvement and accomplishment)
 45% of the 50% for A1 thru A5
 55% of the 50% for A6 (case study)
 20% Participation (engagement)
30% Final submission (Accomplishment)

Attendance Policy and Tardiness:

The course will follow the academic calendar and students are responsible to check the calendar for any conflicts in advance. Regular attendance is absolutely required will be taken at all lectures and recitations. Two (2) unexcused absences will constitute a penalty of half a letter grade, Three (3) or more unexcused absences will result in automatic failure of the course. Please refer to the RWU attendance policy for excuses absences in the Course Catalog. If students are tardy for 2 or more classes, the participation grade will be lowered accordingly. There is a 4-minute grace period before a student is considered tardy.

The faculty may change the Syllabus, Assignments and Course Schedule based on the dynamics of the course participation and progress of the coursework.

The classes provided mostly online, therefore it will be required for the student to be connected to a web camera and be visible throughout the duration of the class period. If the student is not visible, it will count as an absence.

At this time, public health considerations are of utmost importance, students are discouraged from attending class while experiencing symptoms of illness– particularly COVID-19 or from risking their health while ill, or dealing with family obligations as a result of COVID 19 illness.

Should you experience any symptoms, let your instructor know and make arrangements to connect online if possible.

The National Architectural Accrediting Board (NAAB) Criteria:

The National Architectural Accrediting Board (NAAB), the body that accredits professional architectural degree programs in the United States, has issued Conditions for Accreditation (2020 edition), and particular criteria programs must achieve. It is the intention of this course to address the following criteria:

PC.4 History and Theory - How the program insures that students understand the histories and theories of architecture and urbanism, framed bu diverse social, cultural, economic, and political forces, nationally and globally.

PC.5 Research and Innovation - How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Policy on academic integrity:

<http://rwu.edu/academics/academic-affairs/academic-standards>

Please note that course materials distributed by an instructor are the intellectual property of the instructor and may not be shared or distributed without permission.

Information on The Tutoring Center:

The Tutoring Center, part of the Center for Student Academic Success, will provide tutoring through online platforms for the fall 2020 semester. All of the services of the Tutoring Center are free for RWU students. To access tutoring for writing, students should go to this website: <https://rwu.edu/go/email-writinghelp>. For additional information about the Center please see the website <https://rwu.edu/go/tutoring>

Student Accessibility Services:

The University has a continuing commitment to providing reasonable accommodations for students with documented disabilities. The need for accommodations and the process for arranging them may be altered by the impact of COVID-19 and the safety protocols currently in place that we all must follow. We also recognize that we may have students with medical conditions who weren't previously registered with SAS, who should be encouraged to register to receive appropriate accommodations. Students with disabilities who need accommodations in order to fully participate in this class are urged to contact Student Accessibility Services, as soon as possible, to explore the arrangements needed to be made to assure access. During the fall 2020 semester, the Student Accessibility Services office can be reached at sas@rwu.edu and 401-254-3841. SAS is open Monday through Friday from 8:00AM to 5:00PM. For more information about SAS, visit <https://www.rwu.edu/undergraduate/academics/student-academic-success/student-accessibility-services-sas>

Title IX at RWU

Roger Williams University faculty are committed to supporting students and upholding the University's non-discrimination policy. Under Title IX, discrimination based upon sex and gender is prohibited. If you experience an incident of sexual misconduct or gender-based discrimination, you are encouraged to report it. While you may wish to share this with a faculty member, please note that as a "Responsible Employee" of the University, academic instructors are required to report such disclosures to the campus Title IX Coordinator. If you would like to report the situation confidentially, the following resources are available for you:

The RWU Counseling Center – 401-254-3124

Health Services – 401-254-3156

Additional information regarding your rights and resources are available at: RWU Title IX

Emergency Situation Contacts/Notifications

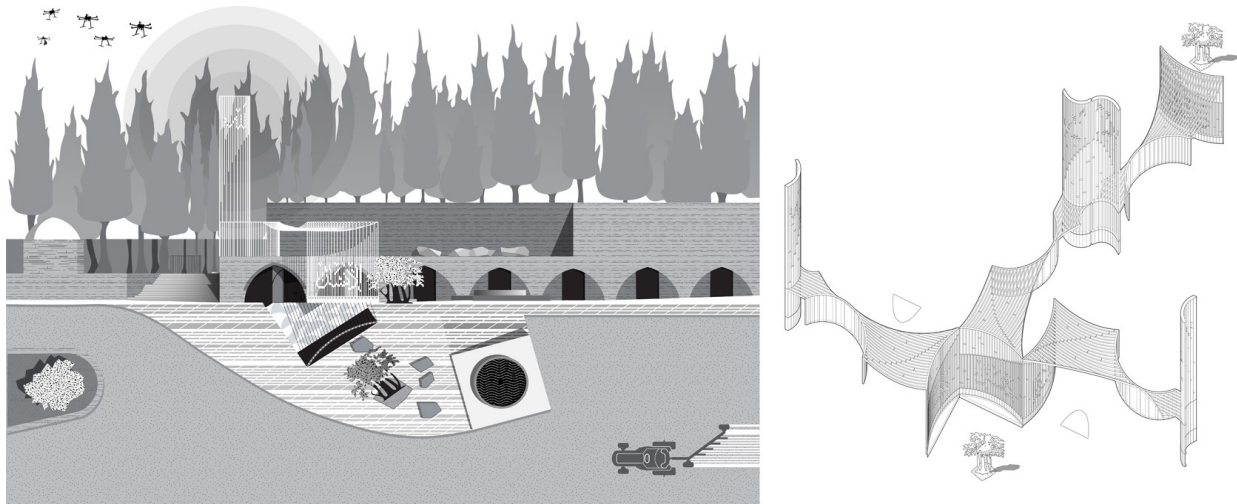
EMERGENCIES CALL 911 or Roger Williams Public Safety 401-254-3333

Campus Notifications: If you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

ARCH281 ARCHITECTURAL ANALYSIS I COURSE STRUCTURE					
LECTURE	ESSAYS	CLASS ORGANIZATION	ASSIGNMENT-ISSUED		ASSIGNMENT-DUE (beginning of class)
Class #1					
13-Sep		Why/How we draw (lecture) Basic spatial concepts (lecture) 1.5hr Drawing and sketching 1.5hrs	A1-Part 1_Learning the tools A1-Part 2_Analytical tracing	A1-Introductory Exercises	
Class #2					
20-Sep	DISCUSSION 1:Zevi	Geometric constructions 2hrs Photoshop workshop 1hr	A1-Part 3_Geometric Constructions A1-Part 4_Interactions with color		A1-Part 1_Learning the tools A1-Part 2_Analytical tracing
Class #3					
27-Sep		Review of drawings produced 1hr Axonometric types workshop 2hrs drawing in class	A2-Part 1_Axonometric drawing	A2-Three dimensional representation	A1-Part 3_Geometric Constructions A1-Part 4_Interactions with color
Class #4					
4-Oct	DISCUSSION 2: Pallasma	Review of drawings 1hr Concepts-photos Perspective drawing 2hr	A2-Part 2_Perspective drawing		A2-Part 1_Axonometric drawing
Class #5					
5-Oct Tuesday ***		Review of Perspective Drawings 1hr Clarify issues Sketching and drawing 2hrs-OBJECT	A3-Part 1_Initial Understanding A3-Part 2_Documentation	A3-Description through drawing	A2-Part 2_Perspective drawing A2-Part 3_Design in perspective
Class #6					
11-Oct		Site Visit (Bristol) 3hrs	A4-Part 1_Initial understanding	A4-Description through drawing II	A3-Part 1_Initial Understanding A3-Part 2_Documentation

Class #7					
18-Oct	DISCUSSION 3:Krauss	review of drawings 1hr Introduction to plan types: 1hr Patio/Courtyard By Parts/Fragmented Compact-1hr Sketching 1hr	A5-Part 1_Analytical Sketches	A5-Compositional Strategies	A4-Part 1_Initial understanding A4-Part 2_Documentation
Class #8					
25-Oct		Review of drawings 1hr Intro to houses-Selection1hr Sketching/researching 1hr	A6-Part 1_Initial research and analytical sketches	A6-Case Study Lynda CAD tutorial	A5-Part 1_Analytical Sketches A5-Part 2_Application
Class #9					
1-Nov	DISCUSSION 4:Colomina	Presentation of research 1.5hr CAD workshop 1.5hrs	A6-Part 3_House drawings (CAD)		A6-Part 1_Initial research and analytical sketches A6-Part 2_Research
Class #10					
8-Nov		Review of house drawings 1hr Construction of Axon in CAD-2hrs	A6-Part 4_Axonometric drawing (CAD)		A6-Part 3_House drawings (CAD)
Class #11					
15-Nov	DISCUSSION 5: Rowe	Review of axon drawing 1.5hr Construction of perspective dwg 1.5hr	A6-Part 5_Perspective drawing (CAD)		A6-Part 4_Axonometric drawing (CAD)
Class #12					
22-Nov		Review of perspective dwg 1.5hr Lecture 1.5 hrs Introduction to elements: Walls Door (threshold)	A6-Part 6_Detailed fragment		A6-Part 5_Perspective drawing (CAD)

		Windows Ramps			
Class #13					
29-Nov		Review of fragment dwg	A6-Part 7_Consolidation		A6-Part 6_Detailed fragment
Class #14					
6-Dec		Review of all material compiled in single booklet.			A6-Part 7_Consolidation



Amir Shakib Arsian Mosque - Lebanon - by L.E.F.T.

Class Information:

Faculty:

Olga Mesa Coordinator
Chris Ryan
Robert Pavlik
John O'Keefe

Sections:

ARCH.282.01
ARCH.282.02
ARCH.282.03
ARCH.282.04

Class Times:

TUE 9:20 AM - 12:10 AM
MON 7:45 AM - 10:35 AM
TUE 2:15 PM - 5:05 PM
FRI 8:50 AM - 11:40 PM

Credits:

3 credits
3 credits
3 credits
3 credits

Contact Information:

Faculty:

Olga Mesa
Chris Ryan
Robert Pavlik
John O'Keefe

Email:

omesa@rwu.edu
cryan@rwu.edu
rpavlik@rwu.edu
jokeefe@rwu.edu

Office Hours:

TH 8:00 AM – 9:00 AM
MON 10:30 AM – 11:30 AM
TUE 11:00 PM – 12:00 M
WED 1:00 PM – 2:00 PM

Class Format:

Hybrid (Online and in-person session with accommodations for online only sessions)

Location:

RWU SAAHP Bldg. Room 205 or Online

Prerequisite:

Architectural Analysis I

Course Description:

Building upon the analytical and communication skills developed in the previous course, this course will introduce students to different digital platforms to generate, manipulate and understand the agency of digital tools for analysis as well as in design processes. This course will emphasize the use of basic digital tools for analysis, representation, communication, design, visualization, and fabrication in an architectural context. The digital environment will be explored for its potential to motivate, generate, analyze, evaluate, communicate, and conduct in-depth analysis of architectural design. A variety of software platforms will be explored such as AutoCAD, Rhino, Paneling Tools, Grasshopper, Adobe Creative Cloud, V-Ray or Lumion, and possibly others.

Introduction:

Over the last three or more decades, the practice of architecture has radically shifted from manual techniques of representation (drafting/drawing) as the primary modes of producing architecture, towards computational media (modeling/simulation). This displacement has sparked much debate about the role of representation in the field of Architecture. Computational Media presents incredible opportunities for designers as well as challenges. One's fundamental relationships to the process of design are rooted in media, with digital media; material properties, atmospheric phenomena, and performativity can all be "drawn" through the digital tools. Architects potentially have more direct control over the act of building, as the tools of design are the same tools that drive manufacturing and construction techniques. They also compete for authority, as information sharing is more automated. With so many blurred boundaries, from graphic communication to fabrication/construction, computational media is redefining the way architects work, and doing so at unprecedented speed. This course will introduce students to ideas, operations, and techniques that motivate the use of computational media in architectural design.

This is a course intended to leverage critical thinking, architectural analysis, and design communication to imbue students with a critical understanding of the role digital tools play in the development of Architecture. It is intended to prepare students for the dynamic pace to which technology evolves, and go beyond merely learning software applications or marketable skills. It is a mistake to think that digital tools have priority over the work. The tools contained with a particular software app may have a certain authority over the work, but it is only a partial authority. Architects must recognize and synthesize the humanity that infuses design thinking, including its biases, restraints, and opportunities. They must master the tools in order to place them in service of the work.

"...for the architect, the representational tools (a drawing, a model – be they analog or digital), and the typologies (be they, say, a plan or a section, a drawing or a model) that are used in the development of a concept are to be understood as accomplices to that concept- and that the final work will invariably bear traces of their influence"

– Simitch, Warke in TheLanguage of Architecture p.28

Course Goals and Objectives:

- Develop an understanding of geometric constructions, and methods for parametric design and digital fabrication.
- Develop a critical understanding of the role digital tools play in the analysis, communication, and development of architectural design.
- Ability to identify and use fundamental elements, operations, and interfaces common to many computer software applications used in architectural design practice.
- Ability to generate simple operational algorithms to generate form, to respond to various design parameters.
- Ability to use digital tools in the exploration of formal active systems, such as structure and enclosure.
- Develop the ability to use representational media appropriately for both within the profession and with the general public.
- To develop adequate technical documentation applicable to 2d CAD/CAM manufacturing (laser cutting).

- To develop presentation quality materials, including graphics layouts, drawings, diagrams, and
- imagery to communicate architectural design intentions and processes.

The Case Study Model

Case studies tell stories. Through the use of computational media, as well as other forms of media, students will create a visual essay of a significant work of architecture. Through the case study, students will learn analytical/critical thinking, visual communication skills, digital fabrication concepts, and to move fluidly between various software in service of articulating ideas.

Case Studies often focus on critical incidents or significant events within a particular discipline. In the context of this course, we will look at significant works of architecture and the detailed circumstances surrounding them. This project requires students to perform in-depth research, detailed examinations of the architect, the history/context, the physical reality, as well as the theoretical context of the project. Students must develop an intimate knowledge of the work. The case study also requires a theoretical focus and analytical framework through which to develop the project. Each of the sub-problems given throughout the semester will help serve as an analytical frame, to draw and model the subject studied. Reviews of the work in progress will help guide the scope and scale of the investigation. However, the student will determine the theoretical focus.

Assignments

- The first half of the semester will be spent learning how to digitally model 2d and 3d geometry, understanding operations related to modeling scaffolding, surface and volumes. Students will learn how to modeling and fabrication techniques such as slicing, waffling, folding etc. as well as an array of visual representation workflows. In the second half, students will work on comparative case studies that deconstruct, reconstruct, and re-imagine works of architecture through analytical models. The projects will be based on a significant masterworks of architecture. Students will study the operative relationships between its authorship, history, context, site, form, materials, construction systems, etc... Students will be required to do deep research, to understand various forms of data, and synthesize this information into a cohesive visual analysis of the work using digital media. How to represent architectural frameworks, envelope, space, thresholds, experiential sequence and construction details will be part of the analytical digital models and drawings.

The grade for the course will be based on the following assignments and other activities:

Assignments & Graded Activities	Percent
Project 1: Transforming Lines and Fields through Algorithmic Logic	8%
Project 2: Scaffolding to Surface to Spatial Operations	36%
Project 3: Analysis of Precedents and Analytical Drawings	45%
Portfolio and Participation	11%

Descriptions and requirements for each project will be provided in class.

Learning Partners

This course requires that students team up with *“Learning Partners”* – this is a classmate that you can work with to get through software learning curve issues. Each student will select a learning partner on the first day of class, this person should be at a different skill level than you with regard to computing. We are interested in the content that students are creating first, and teaming up is a good way to work through a lot of basic digital platform issues. Learning Partners are there to help work through software issues, workflow techniques, and help develop “tips and tricks” that save time. Some projects are to be done individually and some as group work. Learning partners do not need to be the same as your group partners.

Course Structure

Students are expected to be prepared and ready to present work at the beginning of each class. Classes will be a combination of lectures, workshops, tutorials, and reviews. A detailed calendar is attached for reference. The faculty reserve the option to change the agenda for a class to accommodate the pace of the work, new supplemental materials or to address developing situations of the classroom.

Readings and Texts

The following list of books will be on reserve at the library, except for software specific books. Those may be purchased online, but are certainly not required for the course. There are numerous online resources for tutorials and students are encouraged to explore on their own.

Important Design References Books:

Architectural Geometry 1st Edition by Helmut Pottmann, Andreas Asperl, Michael Hofer, Axel Kilian
Bentley Institute Press, Essex PA.- 2007

Digital Culture in Architecture: An Introduction for the Design Professions by Antoine Picon

Digital Fabrications: Architectural and Material Techniques by Lisa Iwamoto

The Death of Drawing: Architecture in Age of Simulation by David Ross Scheer

Refabricating Architecture: How Manufacturing Methodologies are Poised to Transform Building

Construction by Stephen Kieran and James Timberlake

Digital Design and Manufacturing by Daniel Schodek, Martin Bechthold, Kimo Griggs, Ken Kao, Marco Steinberg

Communication & Graphic Design References:

Envisioning Information by Edward Tufte

Thinking With Type by Ellen Lupton

Graphic Design: The New Basics: by Ellen Lupton

Making and Breaking the Grid: A Graphic Design Layout Workshop by Timothy Samara

Grid Systems: Principles of Organizing Type (Design Briefs) by Kimberly Elam

Grid Systems in Graphic Design by Josef Müller-Brockmann

Other Readings:

Reading assignments are fundamental to the understanding of the exercises and must be completed as required. Various readings will be assigned throughout the semester in support of the work. Students will be responsible for completing the readings and synthesizing the concepts introduced into the work.

Tutorial Support: Lynda

There is significant online support available for learning software on Lynda. Lynda.com is the leading provider of software training videos online. RWU offers access this free to students at the following login: <https://lyndalog.rwu.edu> At times recommended Lynda tutorial videos will be provided for students to use with the exercises. Use this resource often, it will be referenced in class.

Resources:

Everyone involved with computational media must learn to work with various applications, understand their interfaces, and adapt quickly. It is a mistake to rely solely on one piece of software for all your needs. Software support can be found in many places outside the classroom. Start online. Suggestions will also be made throughout the semester.

Bridges / Online Communication:

All of the course documents, including the syllabus, the calendar, portfolio requirements, project statements, project sites, supplemental readings, and grading will be posted in the studio course section on the RWU Bridges server. Please check Bridges frequently.

Digital Portfolio:

Upon completion of each project, students will document their work digitally and submit a pdf-formatted document to Bridges. No project grades will be issued until the work is submitted to the Bridges, and the project grade will be reduced by one-third grade for late submissions, for example, a "B" would be reduced to a "B-". The specific format required including the naming of the file size and layout is listed on each studio Bridges site under the left-hand sidebar topic "SAAHP File Naming Standard". Submittal that do not conform to the SAAHP File Naming Standard will not be reviewed until the name is correct. Additionally, a packaged InDesign folder will be required for all submissions of the work via FileDrop in Bridges. More details will be given about the correct protocol for this submission.

Grading Policy:

The components of each project will be evaluated by all Arch 282 II faculty and a grade will be assigned. For the final grade, each project is weighted according to the duration and the significance of the project within the semester's work. However, projects may build upon previous work, so students are encouraged to re-visit and re-work projects that have already been reviewed. The design process is not linear, and thus the evaluation of the work will be based on iterative improvement throughout the semester.

Should verifiable and valid circumstances prevent a timely completion of a project, it is the student's responsibility to make the instructor aware of the situation before the final review. No late projects will be accepted unless accompanied by a medical excuse or other valid written documentation. The project will be graded down if it does not fulfill all of the presentation requirements. Evaluations for grading will be based upon each student's demonstration of an understanding of the project statement and of the objectives listed with each project-related handout. Technical excellence, neatness, and craft are important components in the evaluation of the work.

Project grades and final semester grades will be assigned using the following format and posted via the Bridges site: Project grades will be assigned using the following and posted via the Bridges site:

A (95 – 100), A- (90 – 94), B+ (87 – 89), B (83 – 86), B- (80 – 82), C+ (77 - 79), C (73 - 77), C- (70 - 72), D+ (67 - 69), D (63 - 66), D- (60 - 62), F (0 - 59)

The general criteria for grading are:

A: Awarded for excellent quality work, that is fully complete for review, and submitted on time. This work challenges the student, instructor, and peers; it results in an extraordinary amount of rigorous conceptual, material, and critical work. The work represents a well-articulated and inspiring response to the requirements.

B: Awarded for good quality work, that is sufficiently complete for review, and submitted on time. This work demonstrates a thorough understanding of the given objectives, showing a formally and conceptually creative and sound response; it goes beyond the minimum work required.

C: Awarded for average quality work, that is almost complete for review, and submitted on time. This work represents a reasonable and competent understanding and response to the project objectives; it fulfills the minimum requirements established for the project.

D: Awarded for poor quality work, that is insufficiently complete for review. This work is incomplete, poorly executed, and/or represents a lack of understanding and/or a mediocre response to the project objectives. Many times a D represents a lack of productive time spent on the assignments.

F: Failing.

Pluses and minuses will indicate a range between the categories defined above.

I: An Incomplete grade will be granted only after the proper documentation is received and discussion with the faculty of the particular circumstances warranting the Incomplete.

Process & Participation Evaluation

The process of design is not linear, and learning digital design tools will require many iterations, testing, and some movement backward to be in a position to take a larger leap forward – with this in mind, faculty will average a Process & Participation grade into your semester grade. This grade reflects the discipline of your work method, willingness to take risks, a demonstrated consistent work ethic, contributions to the intellectual development of the studio work overall, as well as one’s enthusiastic and insightful participation in discussions of the work and reading materials.

Attendance Policy

Regular attendance is expected of all students. Students are required to be present and working productively during scheduled days and until the end of class time. If students are tardy for 2 or more classes, the participation grade will be lowered accordingly. There is a 4-minute grace period before a student is considered tardy.

Attendance at all reviews is also mandatory. Although the duration of studio is prescribed, sometimes it may go beyond, particularly during reviews.

Missing three or more classes without an approved exception will result in a failing grade. Please do not attend class physically if you experience symptoms of illness or online if you consider you will be risking your health due to contracting COVID-19 or if you have family obligations as a result of COVID 19 illness.

No extensions or incompletes will be given without a valid and documented medical or personal reason.

With regards to absence due to religious observance, Roger Williams University welcomes and values people and their perspectives and respects the interests of all members of our community. RWU recognizes the breadth of religious observance among students, faculty, and staff, and the potential for conflict with scheduled components of the academic experience. Students are expected to review their syllabi and notify faculty as far in advance as possible of potential conflicts between course requirements and religious observances. Any student who faces a conflict between the requirements of a course and the observance of his or her religious faith should contact the instructor as early in the semester as possible. In such event the instructor will provide reasonable accommodations that do not unduly disadvantage the student.

Getting Help

Please request help during class from your instructor or schedule a meeting during their office hours. You may also email questions to your instructor about logistical issues or basic questions about the course material. It is expected that you will be polite and professional. For more complex questions about our course topics, schedule a time with your instructor during office hours. Do not expect a response on weekends.

The Tutoring Center, part of the Center for Student Academic Success, will provide tutoring through online platforms for the spring 2021 semester. All of the services of the Tutoring Center are free for RWU students. To access live, virtual tutoring for Math, Science, Writing and Modern Languages, students should go to Bridges and click on the course titled "RWU Online Tutoring SP 21." They will see a list of tabs on the left side of the screen for each center. Students should click on the appropriate tab and then on the name of the tutor they would like to visit. In addition, students can also access the email tutoring system for the Writing Center at this website: <https://rwu.edu/go/email-writinghelp>. The Writinghelp email system is not in-person tutoring; it provides an email address to send your paper to a tutor for help. For additional information about the Center please see the website <https://rwu.edu/go/tutoring> or enter "Tutoring Center" in the Search bar at rwu.edu.

Accessibility Services

Students who wish to receive academic accommodations for this course must first register with Student Accessibility Services (SAS) in order to begin the accommodation process. The most commonly requested accommodations are extended time for testing and use of the SAS Testing Center. SAS will provide registered students with the specific information they will need to share with each instructor. SAS has relocated to the 1st floor of the Main University Library and is open from 8:00 am to 5:00 pm Monday through Friday. <http://rwu.edu/go/sas>

Academic Integrity Statement

Academic integrity is central to success in MNS programs, and violations are taken very seriously. Roger Williams University has adopted as its divisional standard that breaches of academic integrity within a course will result in failure of the class in which the breach occurred.

Academic Integrity Pledge

We, the students of Roger Williams University, commit ourselves to academic integrity. We promise to pursue the highest ideals of academic life, to challenge ourselves with the most rigorous standards, to be honest in any academic endeavor, to conduct ourselves responsibly and honorably, and to assist one another as we live and work together in mutual support.

For detailed information about what constitutes a breach of academic integrity see:

<http://rwu.edu/academics/schools-colleges/fcas/mns/academics/academic-integrity>

Preferred Name Policy

Roger Williams University has an optional Preferred Name Policy that allows students to update their name in our University records without requiring a legal name change. Students who might consider using such a change include members of our trans communities. Students can update their name through their Student portal, click on Student, then User Account. Preferred Personal Information should appear and they can update their name there. Should students have any questions or concerns, please reach out to the Registrar's Office or Gabby Porcaro gporcaro@rwu.edu in the Intercultural Center.

Emergency Situation Contacts/Notifications

EMERGENCIES CALL 911 or Roger Williams Public Safety **401-254-3333**

Campus Notifications: If you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

Additional items pertaining to COVID-19

Assignment of Students to In Person Class Meetings

Classrooms have all been reconfigured to account for necessary social distancing. Your assigned classroom may not safely accommodate your entire class in person for every class session. You will, therefore, need to divide your classes in a way as to remain below the maximum seating capacity. Please be sure to notify students ahead of time which days they will be required to attend in person to avoid overcrowding the room, particularly on the first day. You may use the mail function in Bridges to contact all your students to notify them of your plan.

To enable more accurate contact tracing, it will be important to be able to identify which students were in class on any given day. Use of seating charts is encouraged as is taking attendance when in person. This information allows tracers to identify the last time a student who tests positive was in the presence of others in the classroom.

If you are using a Classroom Technology Assistant, they will need to be included in classroom capacity.

Classroom Cleaning Expectations

Cleaning stations have been installed in each classroom. They have sanitizing spray, paper towel, and extra gloves and masks. You will be responsible for cleaning the area you use, including the

technology (there are special wipes for this). Please have a student spray each flat surface used by the class – desks, chairs, etc. at the end of each class period. Extra time has been scheduled between classes to allow the solution to dry sufficiently. Please be sure to allow this drying process to occur naturally for best sanitation results.

As noted in the email, assigning a different student to spray the room each time will reduce contamination that may come from having multiple students passing the spray amongst them. Students and faculty must wear face coverings that cover mouth and nose throughout the class meeting and while walking inside any building on campus.

The National Architectural Accrediting Board (NAAB) Criteria:

The National Architectural Accrediting Board (NAAB), the body that accredits professional architectural degree programs in the United States, has issued Conditions for Accreditation (2020 edition), and particular criteria programs must achieve. This course is intended to provide Program Criteria for part of PC.5 as noted below:

PC.5 Research and Innovation - How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

ARCH 282 ARCHITECTURAL ANALYSIS II

Spring 2021 Course Schedule

Week and Project		Topics / Lectures	Workshops	Assignments	Percentage
Week 1					
Tuesday	2-Feb	9:20 - 10:20 AM	Course Introduction Lecture		
		10:20 - 11:20 AM		Rcloud Standards / RWU Laser Cutting Certification Coordination. RWU saving, plotting	
		11:20 - 12:10 PM		Rhino Tutorial Rhino/Illustrator Workflow Output.	Project 1a Assigned
Week 2					
Tuesday	9-Feb	9:20 - 10:20 AM	Transforming Lines and Fields through Algorithmic Logic		Project 1a DUE to be collected 4%
		10:20 - 11:20 AM		Rhino Tutorial: 2d commands	
		11:20 - 12:10 PM	Laser cutter lecture		Project 1b Assigned
Week 3					
Tuesday	16-Feb	9:20 - 10:20 AM	From 2d to 3d: Scaffolding to Surface and Spatial Operations		Project 1b DUE Class Review 4%
		10:20 - 11:20 AM		Rhino Tutorial: 3d commands	
		11:20 - 12:10 PM		Rhino Make 2d / Illustrator Workflow and Output Tutorial	Project 2a Assigned
Week 4					
Tuesday	23-Feb	9:20 - 10:20 AM	From 3d to 2d: Surface and Spatial Operations to Scaffolding		Project 2a Pin-up
		10:20 - 11:20 AM		Work on design of 2a	
		11:20 - 12:10 PM		Clipping Plane and Section generation	
Week 5					
Tuesday	2-Mar	9:20 - 10:20 AM			Project 2a DUE Class Review 12%
		10:20 - 11:20 AM	Assembly and Construction Operations		
		11:20 - 12:10 PM		Extract wire frame / Rhino Waffle	Project 2b Assigned
Week 6					
Tuesday	9-Mar	9:20 - 10:20 AM			Project 2b DUE Class Review 12%
		10:20 - 11:20 AM	Folding Structures		
		11:20 - 12:10 PM		Digital Folding	Project 2c Assigned
Week 7					
Tuesday	16-Mar	9:20 - 10:20 AM			Project 2c Pin-up
		10:20 - 11:20 AM		Rhino / Paneling Tools / Grasshopper Tutorial	
		11:20 - 12:10 PM		Work on design of 2c	
Week 8					
Tuesday	23-Mar		Synthetic Operations / Analytical Transformations		Project 2c DUE Class Review 12%
				Rhino / Vray	
					Project 3a Assigned
Week 9					
Tuesday	30-Mar	9:20 - 10:20 AM	Construction Drawings		Project 3a Part A Due
		10:20 - 11:20 AM		CAD Tutorial	
		11:20 - 12:10 PM			
Week 10					
Tuesday	6-Apr	9:20 - 10:20 AM			Project 3a Part B Due
		10:20 - 11:20 AM	Architectural Grammar, Iterations and Taxonomy		
		11:20 - 12:10 PM		Rhino / Grasshopper Tutorial	
Week 11					
Thursday	13-Apr	9:20 - 10:20 AM	Algorithmic Design		Project 3a DUE Class Review 15%
		10:20 - 11:20 AM		Rhino / Grasshopper Tutorial	
		11:20 - 12:10 PM			Project 3b Assigned
Week 12					
Tuesday	20-Apr	9:20 - 10:20 AM	Spatial Narrative / Rendering		Project 3b Part A Due

10:20 - 11:20 AM

Lumion

11:20 - 12:10 PM

Week 13

Tuesday 27-Apr

9:20 - 10:20 AM

Project 3b Part B Due

10:20 - 11:20 AM

InDesign / Adobe AfterEffects

11:20 - 12:10 PM

Work on design of 3b

Week 14

Tuesday 4-May

9:20 - 10:20 AM

Project 3b DUE Class Review 15%

10:20 - 11:20 AM

Work on design of 3b

11:20 - 12:10 PM

Work on design of 3b

Portfolio Assigned

Week 15

Tuesday 11-May

9:20 - 10:20 AM

Final REVIEW 15%

10:20 - 11:20 AM

Portfolio DUE 11%

11:20 - 12:10 PM

Work on design of 3b

Course Schedule is subject to change at the professor's discretion.

Name:	Advisor:	Update:
Roger Williams University		
SCHOOL OF ARCHITECTURE, ART & HISTORIC PRESERVATION		
Degree Plan: Bachelor of Science in Architecture (pre-professional degree)		
Catalog: 2019 / 2020		Student ID#:

Required Courses	RWU	Waive	Transfer	Course/College/Semester/Grade
ARCHITECTURE REQUIREMENTS	19 Courses		69 Credits	
I. Foundation	5 Courses		15 Credits	
1 ARCH 101 Foundations of Architecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2 AAH 121 History of Art and Architecture I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3 AAH 122 History of Art and Architecture II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4 ARCH 281 Architectural Analysis I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NAAAB Criteria PC.4, PC.5
5 ARCH 282 Architectural Analysis II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NAAAB Criteria PC.5
II. Design	6 Courses		30 Credits	
1 ARCH 113 Architectural Design Core Studio I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2 ARCH 114 Architectural Design Core Studio II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3 ARCH 213 Architectural Design Core Studio III	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4 ARCH 214 Architectural Design Core Studio IV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5 ARCH 313 Architectural Design Core Studio V	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6 ARCH 413 or ARCH 416 Advanced Architectural Design Studio or Advanced Topical Design Studio: Urban	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
III. History and Theory	3 Courses		9 Credits	
1 ARCH 325 History of Modern Architecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2 ARCH 322 Theory of Architecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<u>Intermediate History and Theory Electives (one required)</u>				
ARCH 324 Evolution of Urban Form				AAH 324 Art and Architecture of the Italian Renaissance
ARCH 327 History of American Architecture, Urbanism, and Landscape				AAH 326 Modern Art and Architecture in Latin America
ARCH 329 History of Landscape Architecture				AAH 330 Topics in Art and Architectural History
ARCH 462 The Villa and The Garden				AAH 426 The Renaissance Palace
AAH 321 Art and Architecture in the Classical World				PRES 320 American Cultural Landscapes
AAH 322 Art and Architecture in the Medieval World				PRES 421 History and Philosophy of Historic Preservation
AAH 323 Art and Architecture in the Islamic World				PRES 471 Museum Studies
IV. Environment and Behavior	1 Course		3 Credits	
1 ARCH 321 Site & Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
V. Technical Systems	3 Courses		9 Credits	
1 ARCH 335 Structure, Form & Order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2 ARCH 231 Construction Materials & Assemblies I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3 ARCH 333 Building Systems: Building Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
VI. Architecture Elective	1 Course		3 Credits	
1 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Architecture Electives (one required):

ARCH 430 Special Topics in Architecture	PRES 371 Architecture and Historic Preservation Abroad
ARCH 461 Landscape Architecture: Theory and Practice	PRES 421 History and Philosophy of Historic Preservation
ARCH 477 Architecture in Context	PRES430 Special Topics in Preservation Studies
ARCH 484 Construction Estimating and Scheduling	300 or above Preservation Studies Courses
PRES 331 Historic Construction Materials & Assemblies	PLAN 301 Into to Urban & Regional Planning
PRES 341 Building Documentation Research Methods	

Seniors may also take 500 level Architecture Electives (with permission of instructor)

Name: _____ O Advisor: _____ Update: _____

Roger Williams University

SCHOOL OF ARCHITECTURE, ART & HISTORIC PRESERVATION

Degree Plan: **Bachelor of Science in Architecture (pre-professional degree)**

Catalog: **2019 / 2020**

Student ID#: _____

Required Courses RWU Waive Transfer Course/College/Semester/Grade

UNIVERSITY CORE CURRICULUM 14 Courses 45 Credits

A. Skills 3 Courses 10 Credits

- | | | | | | | |
|---|---------------------------|--|-----------------------|-----------------------|-----------------------|-------|
| 1 | WTNG 102 | How Writing Works | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 2 | WTNG 200 | Critical Writing for the Humanities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 3 | MATH 136 or
MATH 213+L | Precalculus (4 credits) or
Calculus I (4 credits) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |

B. Interdisciplinary Core 5 Courses 17 Credits

- | | | | | | | |
|---|----------|---|-----------------------|-----------------------|-----------------------|-------|
| 1 | * | PHYS 109L Physics I (Algebra) + Lab or
PHYS 201L Physics I (Calculus) + Lab (4 credits) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 2 | * | NATSC 103 Earth Systems Science + Lab or
BIO 104 Biology II + Lab or CORE 101(4 credits) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 3 | CORE 102 | Challenges of Democracy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 4 | CORE 103 | Human Behavior in Perspective | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 5 | CORE 104 | Literature, Philosophy, & the Examined Life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |

*

*Core 101/105 Substitutions:

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

C. Core Concentration 5 Courses 15 Credits

- | | | | | | | |
|---|-------|-------|-----------------------|-----------------------|-----------------------|-------|
| 1 | _____ | _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 2 | _____ | _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 3 | _____ | _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 4 | _____ | _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 5 | _____ | _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |

Core Concentrations Available:

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

D. The Core Interdisciplinary Senior Seminar 1 Course 3 Credits

- | | | | | | | |
|---|-------|-------|-----------------------|-----------------------|-----------------------|-------|
| 1 | _____ | _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
|---|-------|-------|-----------------------|-----------------------|-----------------------|-------|

UNIVERSITY ELECTIVES 2 Courses 6 Credits

- | | | | | | | |
|---|-------|-------|-----------------------|-----------------------|-----------------------|-------|
| 1 | _____ | _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |
| 2 | _____ | _____ | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | _____ |

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

TOTAL COURSES REQUIRED FOR GRADUATION:	35 courses	120 Credits
Architecture Requirements:	19 courses	69 Credits
University Core Curriculum:	14 courses	45 Credits
University Electives:	2 courses	6 Credits

Name:	Advisor:	Update:
Roger Williams University		
SCHOOL OF ARCHITECTURE, ART & HISTORIC PRESERVATION		
Degree Plan: Master of Architecture / PATH 2 and PATH 3		
Catalog: 2019 / 2020		Student ID#:

Required Courses	RWU	Waive	Adv. Stand.	Course/College/Semester/Grade
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I. Design		7 Courses	35 Credits		
1	ARCH 511 Graduate Core Architectural Design Studio I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2	ARCH 512 Graduate Core Architectural Design Studio II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3	ARCH 413 Advanced Architecture Design Studio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4	ARCH 515 Graduate Architectural Design Studio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5	ARCH 515 Graduate Architectural Design Studio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6	ARCH 513 Comprehensive Design Studio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7	ARCH 613 Graduate Thesis Studio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

II. History/Theory		4 Courses	12 Credits		
1	ARCH 322 Theory of Architecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2	ARCH 325 History of Modern Architecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

***Intermediate History and Theory Electives (one required)**

- ARCH 324 Evolution of Urban Form
- ARCH 327 History of American Architecture, Urbanism, and Landscape
- ARCH 329 History of Landscape Architecture
- AAH 321 Art and Architecture in the Classical World
- AAH 322 Art and Architecture in the Medieval World
- AAH 323 Art and Architecture in the Islamic World
- AAH 324 Art and Architecture of the Italian Renaissance
- AAH 326 Modern Art and Architecture in Latin America
- AAH 330 Topics in Art and Architectural History
- PRES 320 American Cultural Landscapes

****Advanced History and Theory Electives (one required)**

- AAH 426 The Renaissance Palace
- ARCH 530 Special Topics in Architecture
- ARCH 573 Modernism in the Non-Western World: A Comparative Perspective
- ARCH 575 Contemporary Asian Architecture and Urbanism
- ARCH 576 Theoretical Origins of Modernism
- ARCH 577 The American Skyscraper
- PRES 421 History and Philosophy of Historic Preservation
- PRES 530 Special Topics in Historic Preservation

III. Environment and Human Behavior		2 Courses	6 Credits		
1	ARCH 321 Site & Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2	ARCH 522 Environmental Design Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

IV. Technical Systems		7 Courses	21 Credits		
1	ARCH 335 Structure, Form & Order	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2	ARCH 434 Design of Structures I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3	ARCH 435 Design of Structures II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4	ARCH 231 Construction Materials & Assemblies I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5	ARCH 331 Construction Materials & Assemblies II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6	ARCH 332 Acoustics & Lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7	ARCH 333 Mechanical & Electrical Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Name: _____ **O** **Advisor:** _____ **0** **Update:** _____

Roger Williams University
SCHOOL OF ARCHITECTURE, ART & HISTORIC PRESERVATION

Degree Plan: **Master of Architecture / PATH 2 and PATH 3**
 Catalog: **2019 / 2020** **Student ID#:** _____

Required Courses	RWU	Waive	Adv. Stand.	Course/College/Semester/Grade
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V. Practice and Professional Development		5 Courses	15 Credits		
1	ARCH 281 Architectural Analysis I	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NAAB Criteria PC.4, PC.5
2	ARCH 282 Architectural Analysis II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	NAAB Criteria PC.5
3	ARCH 488 Computer Applications for Pro Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4	ARCH 501 Elements and Principles of Architecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5	ARCH 542 Professional Practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6	ARCH 641 Graduate Thesis Research Seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

VI. Architecture Electives		4 Courses	12 Credits		
1	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
2	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
3	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____
4	_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	_____

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

- | | |
|--|---|
| <p>Undergraduate Electives (may select one from this list)</p> <ul style="list-style-type: none"> ARCH 430 Special Topics in Architecture ARCH 461 Introduction to Landscape Architecture ARCH 472 Modern Urban Design Theory ARCH 477 Architecture in Context ARCH 484 Construction Estimating and Scheduling ARCH 487 Digital Modeling ARCH 492 Writing About Architecture HP 300 level or above courses <p>Graduate Electives (minimum of three required)</p> <p>Graduate Certificates in Historic Preservation and Urban & Regional Planning can be earned with 5-electives in an area</p> <p>Preservation Practices</p> <ul style="list-style-type: none"> PRES 501 Fundamentals of Preservation Practices PRES 520 American Cultural Landscapes PRES 521 History and Philosophy of Historic Preservation PRES 531 Historic Construction Materials & Assemblies PRES 541 Building Documentation Research Methods PLAN 501 Introduction to Urban & Regional Planning PLAN 511 Interdisciplinary Planning Workshop <p>Sustainable Design</p> <ul style="list-style-type: none"> ARCH 521 Sustainable Design Seminar ARCH 533 Detailing the High-performance Envelope ARCH 535 Introduction to Proactive Simulation ARCH 536 Special Topics in Sustainable Design ARCH 593 Sustainable Paradigms ARCH 594 Urban Ecology | <p>Graduate Electives continued (minimum of three required)</p> <p>Urban and Regional Planning</p> <ul style="list-style-type: none"> Arch 524 Evolution of Urban Form ARCH 529 History of Landscape Architecture ARCH 537 Special Topics in Urban Design ARCH 561 Landscape Architecture: Theory and Practice ARCH 572 Urban Design Theory PLAN 501 Introduction to Urban & Regional Planning PLAN 521 GIS for Planning, Design & Construction PLAN 582L Interdisciplinary Planning Workshop <p>Digital Media</p> <ul style="list-style-type: none"> ARCH 535 Introduction to Proactive Simulation ARCH 538 Special Topics in Digital Media ARCH 586 Processing ARCH 587 Advanced Computer Applications in Design ARCH 588 Digital Manufacturing ARCH 589 4D (Four Dimensional) <p>Additional Architecture Electives</p> <ul style="list-style-type: none"> ARCH 574 Regionalism in Architecture ARCH 530 Special Topics in Architecture ARCH 606 Field Research Seminar ARCH 616 Collaborative Workshop |
|--|---|

Prerequisite Courses: 15 courses 45 credits
 Graduate Courses: 14 courses 56 credits

Nathan Fash, AIA Associate Professor of Architecture / Co-Director, Architecture 2021- Full Time

Courses Taught

Arch 231 Construction Materials and Assemblies I (required)
Arch 331 Construction Materials and Assemblies II (required)
Arch 513 Comprehensive Design Studio (required)
Arch 515 Graduate Architectural Design Studio (required)

Educational Credentials

Master of Architecture with Distinction, Harvard Graduate School of Design, AIA Medal 2010
Bachelor of Arts, Architectural Studies, Minor in Architectural Engineering, Tufts University 2004
Bachelor of Fine Arts, Studio Art, School of the Museum of Fine Arts 2004

Teaching Experience

Associate Professor of Architecture (with Tenure), Architecture Co-Director 2021-
Assistant Professor, Roger Williams University 2015-21
Studio Instructor and Coordinator for 5th year housing studio, Northeastern University 2014
Studio Instructor, Beginning Design Studio, Tufts University 2012
Portfolio Design Workshop Instructor, Tufts University 2012-
Studio Instructor, Harvard Career Discovery Program 2010
Studio Instructor, Boston Architectural College 2009
Guest Critic at Reviews – Harvard, Tufts, Northeastern, Wentworth, RISD 2009-

Professional Experience

Principal, Supernormal, LLC. Cambridge 2017-
Principal, Splice Lab, LLC. Cambridge 2015-17
Associate, Machado Silvetti, Boston 2009-15
Designer, BrunerCott Architects, Cambridge 2008
Designer, William Rawn Architects, Associates, Boston 2008
Designer, Peter Rose & Partners, Cambridge 2007
Designer, Single Speed Design, Cambridge 2007
Junior Designer, Shepley Bulfinch, Boston 2006
Junior Designer, Studio Architetto Gionata Rizzi, Milan, Italy 2004, 2006
Carpenter, Thayer Street Associates, Deerfield 2004-05
Junior Designer, Kennedy & Violich Architecture, Boston 2003

Licenses/Registration

Registered Architect, Massachusetts 2015-
Registered Construction Supervisor, Massachusetts 2016-
Registered Architect, Rhode Island 2016-

Awards, Selected Publications and Recent Research

Boston Society of Architects Small Firm Award, for Solbe Early Learning Center 2020
Boston Society of Architects Small Firm Award, for Tanam, Somerville 2020
Autodesk BUILD Space Residency, Boston to develop prefabricated house 2020
O. Mesa, N.Fash, "Designing Ecology: Collaborative Teaching and Practice, 7th Int
Conf on Architecture and Built Environment, Tokyo 2020
O.Mesa, N. Fash, "Performance 2: Responsive and Adaptive Building Skins",
Bern, Switzerland 2020
Illumination Section Award of Merit, Illuminating Engineering Society, Solbe 2019
"Widening the Field: Technology in the Developing World" 2017
Proceedings of the Building Technology Educators Society Conference, Des Moines
"Glass en Masse" Architect's Newspaper 2015
"Kennedy Center for Theatre and the Studio Arts / Machado and Silvetti Associates", ArchDaily 2015

Professional Memberships

Member, American Institute of Architects 2015-
Member, Boston Society of Architects 2015-
Member, Building Technology Educators Society 2016-

Olga Mesa, LEED AP Assistant Professor of Architecture / Co-Director, Architecture 2021- Full Time

Course Taught

Arch 214 Architectural Design Core Studio IV, Co-coordinator (required)
Arch 282 Architecture Analysis II Co-Coordinator (required)
Arch 515 Graduate Architectural Design Studio
Arch 587 Advanced Computer Applications in Design

Educational Credentials

Master in Design Studies (MDes) Concentration: Technology, Harvard GSD 2015
with Distinction, Schodek Award for Technology and Sustainability
Bachelor of Architecture, Rhode Island School of Design, AIA Henry Adams Medal 2000

Teaching Experience

Assistant Professor of Architecture, Roger Williams University 2015-
Studio Critic, Northeastern University 2016
Studio Critic, Rhode Island School of Design, "Clay in Context: Tecne in Architecture" 2016
Seminar, Introduction to Building Systems Seminar, Northeastern University 2015
Degree Project Second Advisor, Rhode Island of Design 2006-16
Studio Critic, "Making of Design Principles," Rhode Island School of Design 2015
Guest critic at design studio reviews: MIT, Harvard, Yale; Washington U; RISD; UCLA, RWU, 2000-
Otis College of Art and Design; Universidad Tecnológica Equinoccial

Professional Experience

2Story Design Build, Principal 2017-
Harvard Graduate School of Design (GSD), MaP+S Lab, Consultant 2016-
Harvard Graduate School of Design (GSD), MaP+S Lab, Research Associate 2015
Harvard Graduate School of Design (GSD)Responsive Environments and Artifacts Lab,
Research Associate 2015
Gensler Architecture, Boston, Massachusetts, Project Manager and Project Designer 2012-13
3six0 Architecture, Providence, Associate 2007-13
Friedrich St. Florian Architects, Providence, Project Designer 2006-07
Lorcan O'herlihy Architects, Culver City, California, Project Designer and Project Architect 2004-06
Gensler Architecture, Design and Planning Worldwide, Santa Monica,
Project Designer and Project Manager in the "Building and Campuses Group" 2000-04

Licenses/Registration

LEED AP BD+C. Specialization in Building Design and Construction 2011
N.C.A.R.B. Certificate, Completion of the Intern Development Program 2010
LEED AP. Leadership in Energy and Environmental Design Accredited Professional 2002

Selected Publications and Research

O.Mesa, N.Fash, "Designing Ecology: Collaborative Teaching and Practice", 7th Int Conf on 2020
Architecture and Built Environment, Tokyo
O. Mesa, N. Fash, Performance2: Responsive and Adaptive Building Skins", Bern, Switzerland 2020
"Choreographed Matter", Proceedings of 24th SIGraDI Conference, Medellin, Colombia 2020
Mesa, Mhatre, Aukes, "CREASE", Proceedings of Education and Research in CAAD, TU Berlin 2020
Workshop Leader, "Virtual Frictions", LSU 2020
National Council of Education on Ceramic Arts (NCECA) Conference 2015
Vroman, N. King, K. King, Mesa. "Innovating Ceramics: Collaboration, Technology, Pedagogy
Collaboration, Technology, and Pedagogy" NCECA Publishing
:"Listol Varnas", in Deconstructing Design Practice Symposium, Harvard GSD, Alternative 2015
Alternative Design Practices in Latin America
RoboArch: Robotic Fabrication in Architecture, Art and Design "Experiments in Additive
Clay Depositions." Springer 2014

Ruben Alcolea, Reg. Architect, Spain Associate Professor of Architecture, Roger Williams University 2021

Courses Taught

Arch 114 Architectural Design Core Studio II . Co-Coordinator, 6 sections. (required)
Arch 530 Special Topics: (elective)
Arch 515 Graduate Architectural Design Studio (required)
Arch 281 Architectural Analysis I (required)

Educational Credentials

Ph.D. in Architecture, Universidad de Navarra, Pamplona, Spain 2005
Architect, Master of Architecture, Universidad de Navarra, Pamplona, Spain 2000
Final Project Award, Ministry of Education National Award for Architectural Studies

Academic Experience

Associate Professor of Architecture, Roger Williams University 2021-
Visiting Professor of Architecture, Cornell University 2016-21
Professor of Architecture, University of Navarra, Pamplona, Spain 2014-16
Tenured/Professor Contratado Doctor, University of Navarra, Spain 2012-14
Assistant Professor of Architecture, Professor Ayudante Doctor, University of Navarra, Spain 2007-12
Vice-Dean for Research, University of Navarra, Pamplona, Spain 2012-15
Vice-Dean for Academy Programs, University of Navarra, Pamplona, Spain 2009-12
Ljubjana International Summer School, Ljubljana Slovenia. Workshop 2013
Architectural Association, London. Visiting Scholar, Visiting Teacher Programme 2004,08,09

Professional Experience

Alcolea + Tarrago, Pamplona, Spain 2005-
The firm's work has been awarded more than twenty national and international competitions and published in periodicals and compilation books. Notable projects, are the *Sports Complex in La Figuerassa* (2007), *The House MP in Sesma* (2009), the *Services Building in Aulesti* (2015), the *Headquarters and Auditorium for the Public University in Malaga* (2017), and *Multipurpose Building in Castro* (2019).

Professional Affiliations and Registration

Registered Architect, COAC, Barcelona, Spain 2000-

Awards, Grants

BUILD's Design & Build Award, "Excellence in Minimalist Architecture" 2019
XIV BEAU Spanish Architecture Biennale, Award Category Research. 2018
Finalist, COAVN2013, Spain. Modality: Housing. For House MP en Sesma, Navarra 2013
HISE Sveta Award, Ljubljana / Slovenia for House MP end Sesna, Navarra 2013
Finalist, Premio de Arquitectura Española 2013 / Spanish Architecture Award 2013
Tercera Mostra d'Arquitectura del Maresme / 3rd Conference for Architecture in Maresme 2011
Collegi d'Arquitectes de Catalunya. Awarded work: La Figuerassa
European 40 under 40, Chicago Atheneum 2010
European Centre for Architecture Art Design and Urban Studies / Chicago Atheneum
AJAC VI Award for young architects. Colegio Arquitectos Cataluña.for Cubierta en La Figuerassa 2008
Finalist 'IV Premio Saloni de Arquitectura Interior' / IV Award for Interior Design 2004

Selected Publications and Research

Books as Author
One Home, Three Cultures. Forthcoming, London, Artifice Books. 2022
Picnic de Pioneros. Arquitectura, fotografía y el mito de la industria. Valencia: General de Ediciones de Arquitectura 2009
Books as Editor—Seven Books inclusive of one four volume edition, Escuela de Arquitectura, Navarra 2016
Book Chapters—Twenty-nine chapters in international publications including US, Brazil, Spain, Italy, Portugal, additional 2008-
Articles published in Spain, Chile, Croatia, China, Brazil, Germany, US
Lectures in US, UK, Spain, Chile (Seven as Keynote Speaker)
Numerous Conferences Convened, Awards Juries and Editorial reviews

Professional Memberships

COAC, Barcelona, Spain

Ryan Ludwig, RA, NCARB	Assistant Professor of Architecture, Roger Williams University	2021
Courses Taught		
Arch 515 Collaborative Revitalization Studio		
Arch 282 Architectural Analysis II		
Arch 113 Architectural Design Core Studio I		
Arch 530 Special Topics: Architecture at the End of the World		
Educational Credentials		
Master of Architecture (post-professional), Harvard Graduate School of Design		2009
Bachelor of Architecture, Cornell University		2004
Teaching Experience		
Assistant Professor of Architecture, Roger Williams University		2021-
Assistant Professor of Architecture, University of Cincinnati		2018-21
Visiting Critic, Cornell University		2016-18
Assistant Professor of Architecture, Syracuse University		2011-14
Visiting Assistant Professor of Architecture, SUNY Buffalo		2010-11
Lectures at University of Pennsylvania, Cornell, Wisconsin-Milwaukee, Auburn, Cal Poly San Luis Obispo, Tulane, Syracuse		
Guest critic at design studio reviews: Florida, NYIT, UT Austin, CUNY, SUNY Buffalo, Cornell, Toronto, Yale, BAC		
Professional Experience		
Ludwig-ArchOffice / AOP (Adaptation of Parts)		2010-
Blake Makoid Architecture, Binghamton, NY		2014-16
MOS LLC, NY, NY		2009-10
SPaN, New York, NY		2005-07
CANNON Design, Grand Island, NY		2004-05
Professional Affiliations and Memberships		
Signatory, US Architects Declare		2020
The-Architecture-Lobby, Member. Working Groups—Green New Deal		2019-
Registered Architect, New York, Ohio		2016-,2018-
NCARB Certificate		2017-
Awards, Grants		
Art Omni Architecture Residency Fellowship		2021
University of Cincinnati Faculty Development Grants		2019-21
MacDowell Fellowship		2018
Centrum Artist Residency		2018
Research Assistant, Harvard Graduate School of Design		2008
Selected Publications and Research		
Book Publications:		
Author. <i>Beyond Sustainable: Architecture's Evolving Environments of Habitation</i> (London: Routledge)		2021
Co-Editor. <i>The Function of Form</i> . Barcelona, Actar Publishers). Author: Farshid Moussavi. Co-Editors: Daniel Lopez, Garrick Ambrose, Ben Fortunato, Ryan Ludwig and Ahmadreza Schricker.		2009
Papers and Essays		
"Of Life and Death: the Interior Atmosphere-Environments of the Greenhouse and the Gas Chamber" ACSA Annual Meeting, San Diego		2020
"Re-Imaging Revitalization in the Post-Industrial City: Refugee Resettlement in Buffalo, NY" ACSA Annual Meeting, San Diego		2020
"Re-Writing the Dream: Sub-Urban Living and the Potentials of the Productive Landscape", ACSA Annual Meeting, St. Louis		2019
Journal Articles		
"Formation and Variation: Wolterreck's Concept of <i>Reaktinonsnorm</i> and the Potentials of Environment" Thresholds 42, MIT Press		2014
"Models of Development: the Problem of Form and the Primacy of Vision" MOINOPOLIS: Living In the Spatial Shift 01		2012
Exhibitions		
"Silo Greenway, DL&W Corridor Urban Greenway Competition. In collaboration with AntiStatics		2019
"Systems of Representation", "Furnished", Syracuse University Faculty Exhibition		2012-13