Rensselaer Polytechnic Institute

Interim Progress Report for Year Two

Instructions and Template

November 30, 2018

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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 progress in addressing 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. Responses to changes in the NAAB Conditions since your last visit (Note: Only required if Conditions have changed since your last visit)

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 interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR.
2. Accept the interim report as having demonstrated progress toward addressing deficiencies but require the program to provide additional information (e.g., examples of actions taken to address deficiencies).
3. Reject the interim 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 (see Section 9 of the 2014 Conditions) is still required.

Deadline and Contacts

IPRs are due on November 30. They are submitted through the NAAB's Annual Report System (ARS). Contact Ellen Cathey (ecathey@naab.org) or David Golden (dgolden@naab.org) with questions.

Instructions

1. Type all responses in the designated text areas.
2. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
3. Reports are limited to 25 pages/10 MBs.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a two-year IPR.

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

2. EXECUTIVE SUMMARY OF 2016 NAAB VISIT

CONDITIONS NOT MET

2016 VTR
None

STUDENT PERFORMANCE CRITERIA NOT MET

2016 VTR
A.7   History and Culture
A.8   Cultural Diversity and Social Equity
B.1   Pre-Design
B.3   Codes and Regulations

3. TEMPLATE

Interim Progress Report
Rensselaer Polytechnic Institute
School of Architecture
Bachelor of Architecture (171 undergraduate credit hours)
Master of Architecture
(Degree in any field + 59 undergraduate credit hours plus 41 graduate credit hours)
Year of the previous visit: 2016

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

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

Provost:

President of the institution:

Individual submitting the Interim Progress Report:

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

Current term of accreditation:

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

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

A.7 History and Culture

2016 Team Assessment:

B. Arch. The visiting team found evidence that the History and Culture criterion is **Not Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 2150 The Ethos of Architecture, ARCH 4100 An Architectural Genealogy 1, and ARCH 4110 An Architectural Genealogy 2. This was indicated in the SPC Matrix provided by the program. Issues of indigenous, vernacular, and regional settings regarding political, economic, social, and technological factors other than American and European canons were not sufficiently addressed.

M. Arch. The visiting team found evidence that the History and Culture criterion is **Not Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 4100 An Architectural Genealogy 1, ARCH 4130 Modernity in Culture, Civilization, and Architecture 2, ARCH 5100 History, Theory, and Criticism 1 (composed of ARCH 4110 An Architectural Genealogy 2 and ARCH 4120 Modernity in Culture, Civilization, and Architecture). This was indicated in the SPC Matrix provided by the program. Issues of indigenous, vernacular, and regional settings regarding political, economic, social, and technological factors other than American and European canons were not sufficiently addressed.

Rensselaer Polytechnic Institute, 2018 Response: In the process of the curricular reorganization of the "History, Theory, Criticism" sequence [SEE: 4. APPENDIX: REVISION OF HISTORY, THEORY, CRITICISM SEQUENCE], issues related to the satisfaction of SPCs A.7 and A.8 are now integrated as a module in the two new 3-credit courses ARCH-2150: "The Ethos of Architecture" and ARCH-4100: "an Architectural Genealogy." In the process, ARCH-2150 has also subsumed a component of early modernity as part of its course content.   ARCH-2150: "The Ethos of Architecture" – This course includes two assignments in which students are required to compare the architecture and urbanism of indigenous peoples to various systems of architectural order as well as phenomena characteristic of the architectures of Western Civilization. This course also includes weekly quizzes. Question in several of the quizzes focus on issues pertinent to SPCs A.7 and A.8. [See: 4. APPENDIX: ARCH-2150 & 5100 SYLLABUS, page 9 for assignment statements].   ARCH-4100: "An Architectural Genealogy": This course includes a semester-long project that requires students to develop an architectural treatise that focuses on the architecture of vernacular and indigenous cultures of the Western and Southern hemispheres in response to SPCs A.7 and A.8 [SEE: 4. APPENDIX: ARCH-4100 & 5110 SYLLABUS, page 10 for assignment statement]. This course also includes weekly quizzes. Three units of this course focus on the architectures of China, India, and the Islamic world. Among the series of weekly quizzes are quizzes that focus on the architecture, urbanism, and landscape phenomena of those three civilizations as well as the civilizations of Europe and America.   Please note: the 2016 visiting team neglected to acknowledge the fact that the forerunners of ARCH-4100 [ARCH-4100 and -4110: "An Architectural Genealogy 1 and 2"], in fact, did test students on those three content areas: China, India, and Islam.

A.8 Cultural Diversity and Social Equity

2016 Team Assessment:

B. Arch. The visiting team found evidence that the Cultural Diversity and Social Equity criterion is **Not Met** at the level of understanding in the B. Arch program in student work prepared for ARCH 2820 Architectural Design Studio 3, ARCH 4100 An Architectural Genealogy 1, and ARCH 4110 An Architectural Genealogy 2. This was indicated in the SPC Matrix provided by the program. Traditions and cultures of the indigenous peoples of the Western and Southern hemispheres

were not addressed. Islamic, Indian, and Chinese traditions and cultures were acknowledged in some faculty presentations, but not reflected in student work.

M. Arch. The visiting team found evidence that the Cultural Diversity and Social Equity criterion is **Not Met** at the level of understanding in the M. Arch program in student work prepared for ARCH 5100 History, Theory, and Criticism 1 (composed of ARCH 4100 An Architectural Genealogy 1 and ARCH 4130 Modernity in Culture, Civilization, and Architecture 2), and ARCH 5200 Graduate Architecture Design 1. This was indicated in the SPC Matrix provided by the program. Traditions and cultures of the indigenous peoples of the Western and Southern hemispheres were not addressed. Islamic, Indian, and Chinese traditions and cultures were acknowledged in some faculty presentations, but not reflected in the student work.

Rensselaer Polytechnic Institute, 2018 Response: In the process of the curricular reorganization of the "History, Theory, Criticism" sequence [SEE: 4. APPENDIS: REVISION OF HISTORY, THEORY, CRITICISM SEQUENCE], issues related to the satisfaction of SPCs A.7 and A.8 are now integrated as a module in the two new 3-credit courses ARCH-2150: "The Ethos of Architecture" and ARCH-4100: "An Architectural Genealogy." In the process, ARCH-2150 has also subsumed a component of early modernity as part of its course content.   ARCH-2150: "The Ethos of Architecture": This course includes two assignments in which students are required to compare the architecture and urbanism of indigenous peoples to various systems of architectural order as well as phenomena characteristic of the architectures of Western Civilization. This course also includes weekly quizzes. Questions in several of the quizzes focus on issues pertinent to SPCs A.7 and A.8. [SEE: 4. APPENDIX: ARCH-2150 & 5100 SYLLABUS, page 9 for assignment statements.   ARCH-2820: "Architectural Design Studio 3" and ARCH-5200 "Graduate Architecture Design 1": With respect to these two cross-listed core design studios and SPC A.8, we do not believe we intended to stipulate fulfillment of A.8 as an intention for them. If we did, it was an error on our part. It would seem unusual and unorthodox to require core design studios to address "traditions and cultures of the indigenous peoples of the Western and Southern hemispheres" as well as those of Islamic, Indian, and Chinese civilizations as part of the normative design curriculum. It seems more appropriate to cover that material in history, theory, and criticism courses, which is what we have endeavored to do. PLEASE NOTE: We require further clarification from NAAB regarding this issue.   ARCH-4100: "An Architectural Genealogy": This course includes a semester-long project that requires students to develop an architectural treatise that focuses on the architecture of vernacular and indigenous cultures of the Western and Southern hemispheres in response to SPCs A.7 and A.8 [SEE: 4. APPENDIX: ARCH-4100 & 5110 SYLLABUS, page 10 for assignment statement]. This course also includes weekly quizzes. Three units of this course focus on the architectures of China, India, and the Islamic world. Among the series of weekly quizzes are quizzes that focus on the architecture, urbanism, and landscape phenomena of those three civilizations as well as the civilizations of Europe and America. Please note that the 2016 visiting team neglected to acknowledge the fact that the forerunners of ARCH-4100 [ARCH-4100 and -4110: "An Architectural Genealogy 1 and 2"], in fact, did test students on those three content areas: China, India, and Islam.

B.1 Pre-Design

2016 Team Assessment:

B. Arch. The visiting team found evidence that the Pre-Design criterion is **Not Met** at the level of ability in the B. Arch program in student work prepared for ARCH 2820 Architectural Design Studio 3, ARCH 4300 Design Development, and ARCH 4110 An Architectural Genealogy 2. This was indicated in the SPC Matrix provided by the program. Through these courses, students demonstrated an ability to prepare most of the elements of a comprehensive program listed for the SPC, with the exception of relevant sustainability requirements.

M. Arch. The visiting team found evidence that the Pre-Design criterion is **Not Met** at the level of ability in the M. Arch program in student work prepared for ARCH 4300 Design Development, ARCH 5200 Graduate Architecture Design 1, and ARCH 6610.8 Graduate Architecture Design 3

(CASE). This was indicated in the SPC Matrix provided by the program. Through these courses, students demonstrated an ability to prepare most of the elements of a comprehensive program listed for the SPC, with the exception of relevant sustainability requirements.

Rensselaer Polytechnic Institute, 2018 Response: ARCH-2820 and -5200: "Architectural Design Studio 3" and ARCH-5200: "Graduate Architecture Design 1": With respect to sustainability requirements of SPC B.1 fulfillment of those requirements has been shifted to ARCH-2830: "Architectural Design Studio 4" and ARCH-5210: "Graduate Architecture Design 2." The reason is that these two studios are cross-listed with each other and are taught in tandem in the spring semesters with ARCH-2360: "Environmental and Ecological Systems" and ARCH-5310: "Environmental and Ecological Systems," which are also cross-listed with each other. Although the sustainability issues are not part of the programming exercise per se, students respond to the cluster of sustainability issues as indicated in item 1 immediately below.   1. Students in ARCH-2830 and ARCH-5210 are required to include a sustainability response in the presentation of their final work of the semester's project. [SEE 4. APPENDIX: ARCH-2830/5210 SYLLABUS].   2. At present, all incoming M. Arch students for the 2018-19 academic year have had sufficient undergraduate preparation that the ARCH-5210 has been waived for them. ARCH-4110: An Architectural Genealogy 2: [SEE 4. APPENDIX: REVISION OF HISTORY, THEORY, CRITICISM SEQUENCE] As a course that focuses on the history, theory, and criticism of architecture, it was not intended to address issues specified in SPC B.2. In fact, the first time this course was taught was in spring 2016 [when the accreditation team visited]. However, since that first iteration of the course had not been completed when the accreditation team visited, we prepared no binder for the course and instead included a binder for the course it had replaced, which was the Building & Thinking of Architecture 2.   Please note that although ARCH-4110 did not have a binder, it was listed in the B. ARCH matrix. The SPCs specified for it in the matrix were A.7 and A.8 but NOT B.1.   ARCH-4300 and -5200 [now -6620]: Integrated Design Development and Graduate Architecture Design 3 [now Graduate Architecture Design 4]: [SEE 4. APPENDIX: REVISION OF INTEGRATED DESIGN STUDIOS] A fundamental part of this studio's programming assignment includes the assessment of a range of sustainability concerns. This aspect of the programming assignment is outlined and highlighted in the syllabus for this course. Sustainability issues are indicated in the "PROGRAM," "ENERGY PERFORMANCE," "BUIDING ENVELOPE [item 7]," "BUILDING SYSTEMS [item1]" categories of the course syllabus. [SEE 4. APPENDIX: ARCH-4300 AND '6620 SYLLABUS, pages 3 & 4]. ARCH-6610.8: "Graduate Architecture Design 3 [CASE]": This studio focuses primarily n ecological, environmental, and sustainable issues. In that respect, it is a required studio for graduate students. In the visiting team's assessment of this studio, it apparently accepted that the studio work represented "an ability to prepare most of the elements of a comprehensive program," but such program did not include "relevant sustainability requirements." This seems a rather odd conclusion on the visiting team's part as the focus of the entire studio was on sustainability –related issues. The digital binder for this studio, which was available to the visiting team during its visit in 2016 clearly indicates the depth and breadth of sustainability issues addressed by this studio. That binder is included in the appendix. [SEE 4. APPENDIX: ARCH-6610.8 DIGITAL BINDER SPRING 2016 VISIT].

B.3 Codes and Regulations

2016 Team Assessment:

B. Arch. The visiting team found evidence that the Codes and Regulations criterion is **Not Met** at the level of ability in the B. Arch program in student work prepared for ARCH 4300 Design Development, Arch 4540 Professional Practice 1, and ARCH 4963 Integrated Design Schematic. This was indicated in the SPC Matrix provided by the program. The ability to consistently design using accessibility standards was not demonstrated in student work.

M. Arch. The visiting team found evidence that the Codes and Regulations criterion is **Not Met** at the level of ability in the M. Arch program in student work prepared for ARCH 4300 Design

Rensselaer Polytechnic Institute, 2018 Response: ARCH-4963 [now -4820]: "Integrated Design schematic Studio" [SEE 4. APPENDIX: REVISION OF INTEGRATED DESIGN STUDIOS] As part of the programming exercise of this studio, students must address all relevant accessibility standards. See highlighted text in the course syllabus. [SEE 4. APPENDIX: ARCH-4820 and -6610 SYLLABUS, page 5].   ARCH-4300: "Integrated Design Development Studio" As part of the design work of this studio, students must directly address accessibility issues as indicated in the highlighted "ACCESSIBILITY/UNIVERSAL ACCESS" category of the course syllabus. [SEE 4. APPENDIX: ARCH-4300 and -6620 SYLLABUS, page 3].   ARCH-4540 and -5380: "Professional Practice 1" These two courses are cross-listed with one another and they include a specific exercise related to accessibility issues. A copy of that exercise is included on page 5 of the attached ARCH-4540 & 5380 syllabus. [SEE 4. APPENDIX: ARCH-4540 and -5380 SYLLABUS, page 5].

2. 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).

Rensselaer Polytechnic Institute, 2018 Response: We have had several faculty changes since the 2016 Visiting Team's Report. The following faculty have been promoted: 1. Prof. Lonn Combs, who directs our Master of Architecture program, was promoted to Associate Professor with Tenure in 2017. 2. Prof. Chris Perry was promoted to Associate Professor with Tenure in 2017. At that time, he also was appointed Associate Dean for Graduate Education in the School of Architecture. 3. Prof. Anthony Titus, who coordinates our first-year design studio classes, was promoted to Associate Professor with Tenure in 2017. 4. Prof. Jonas Braasch, who teaches in our Architectural Acoustics program, was promoted to Full Professor in 2018. The following Architecture tenured/tenure-track faculty have left Rensselaer Polytechnic Institute: 1. Assoc. Professor/Assoc. Dean Mark Mistur left to become Dean of Architecture at Kent State. Associate Professor David Bell, who has more than 35 years' experience as an educator and administrator, has been serving as Acting Associate Dean in our program. It is our expectation that the Institute will provide us clearance to hire a new senior-level faculty member who will become our new Associate Dean. 2. Asst. Prof. Alexandra Rempel left in 2016 to take a job at Univ. Oregon. 3. Prof. Anna Dyson, Director of CASE (Center for Architecture, Science and Ecology), accepted an offer to become the Hines Professor of Architecture at the School of Architecture and Professor of Forestry and Environmental Studies at Yale. 4. Assoc. Prof. Ivan Markov left Rensselaer in 2017. 5. Asst. Prof. Nancy Diniz left Rensselaer in Fall 2018. 6. Prof. Russell Leslie (who taught in the Lighting program) retired in December 2017. The following tenured/tenure-track faculty have joined the School of Architecture: 1. Asst. Prof. (tenure-track) Mae-Ling Lokko, Ph.D., joined in 2018 and has been appointed Director of the B.S. Building Science program. 2. Asst. Prof. (tenure-track) Alexandros Tsamis, Ph.D., joined in 2018 and has been appointed Associate Director of CASE. 3. We are currently conducting a search for a senior-level professor who will serve as Director of CASE. Students in both our B. Architecture and M. Architecture programs take courses at CASE (in Brooklyn). There is a selection process for B. Architecture students to enroll in the semester-long program. For the M. Architecture students, it is required as part of the curriculum. Information on contingent faculty (adjuncts, lecturers and professors of practice) is as follows: The following contingent faculty (who were here in 2014-15) have left the School: Ajmal Aqtash, Francis Bitonti, Xuedi Chen, Erik Churchill, Demetrios Comodromos, Koray Duman, Melanie Fesssel, Serban Ionescu, Mitchell Joachim, Wilfred Laufs, Brendan Moran, Murat Mutlu,

Ted Ngai, Richard Peckham, Stephen Reilly, Kyle Stover, Lauren Thomsen, and Farzam Yazdanseta. New contingent faculty (resumes are uploaded as an additional document) listed in an attached table. Changes in enrollment: Enrollment in our B. Architecture program has increased 9.5% from 265 in Fall 2015 to 294 in Fall 2018. The number of Hispanic students in our program has remained the same, at 35, which represents approximately 12% of our current B. Architecture enrollment. The n umber of African American students in the program has increased from 13 in Fall 2015 to 18 in Fall 2018, which represents approximately 6% of our current B. Architecture enrollment.   Changes in Collaboration: Rensselaer Polytechnic Institute is in the process of launching a new program (The Institute for Built Environment, Energy and Smart Systems) to be housed at Industry City within which CASE will be a subsidiary academic and research affiliate. The new program will be highly interdisciplinary and will focus on next-generation cities, taking into consideration the impact of climate change, increasing population density, and the need to optimize energy consumption. It is expected that this new effort will bring together experts in architectural sciences, cyber-enabled systems, transportation systems, new communications, modalities, advanced materials, artificial intelligence, and data analytics. Changes in Financial Resources: NONE. Significant Changes in Educational Philosophy: NONE. Changes in Physical Resources: Our CASE program, previously housed in the offices of Skidmore, Owings & Merrill in downtown Manhattan, has been relocated to new space at Industry City in Brooklyn, NY. Industry City is a 6.5-million-square-foot innovation hub comprised of more than 450 diverse firms open to interdisciplinary collaboration. The change of venue will provide greater flexibility for CASE to expand its academic and research partnerships, increase its fundraising and overall its visibility as a top-tier program committed to next-generation sustainable technologies.

3. Summary of Activities in Response to Changes in the NAAB Conditions
2014 NAAB Conditions

Rensselaer Polytechnic Institute, 2018 update: Not Applicable

4. 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)

Rensselaer Polytechnic Institute, 2018 update: REVISION OF HISTORY, THEORY, CRITICISM SEQUENCE: Subsequent to the NAAB Visit in spring 2015, the Rensselaer School of Architecture revised several components of its curriculum. This section addresses the changes made in the "History, Theory, Criticism" sequence. In the process, several courses in that sequence were combined along with a redistribution and modification of content and assignments in response to SPCs A.7 and A.8. Points 01-05 immediately below delineate how the courses were reconstructed.   01 – ARCH-2150: "The Ethos of Architecture" was increased from 2 credits to 3 credits.   02 – ARCH-4100 and ARCH-4110: "An Architectural Genealogy 1 and 2" respectively [each with 2 credits] have been consolidated into a single 3-credit course, ARCH-4100: "An Architectural Genealogy."   03 – ARCH-4120 and ARCH-4130: "Modernity in Culture, Civilization, and Architecture 1 and 2" respectively [each with 2 credits] have been consolidated into a single 3-credit course ARCH-4120: "Cloud Atlas: 20th Century Architecture, Culture, and Civilization."   04 – ARCH-5100: "History, Theory, and Criticism 1," a 4-credit course, which was cross-listed with ARCH-4110: "An Architectural Genealogy2" [2-credit version] is now cross-listed exclusively with the re-formulated ARCH-2150: "The Ethos of Architecture" [3-credit version] and contains an extra component of graduate-level expectation for the additional 1 credit.   NOTE: However, at present, all incoming M. Arch students for the 2018-19 academic year have had sufficient undergraduate preparation that ARCH-5100 has been waived for them.   REVISION OF INTEGRATED DESIGN STUDIO SEQUENCE Subsequent to the 2016 accreditation visit, the School of Architecture revised the content distribution of ARCH-4963: "Integrated Design Schematic" and ARCH-4300 "Integrated Design Development." In the process, the course number for "Integrated Design schematic" was changed from ARCH-4963 to ARCH-4820. Both

ARCH-4820 and ARCH-4300 are cross-listed with graduate studios ARCH-6610 and ARCH-6620 respectively.   ARCH-5200: "Graduate Architecture Design 3," which is the M. ARCH companion to ARCH-4300 and cross-listed with what is now ARCH-6620: "Graduate Architecture Design 4." It should be noted that these two studios [ARCH-4820/6610 & ARCH-4300/6620] are taught seque4ntially with ARCH-4820/6610 being a pre-requisite for ARCH-4300/6620. Both studios are taught every semester.   It should also be noted that due to the unique nature of the M. Arch curriculum requirements, graduate students are not necessarily involved with these two studios every semester.   ARCH-4540/5380: Professional Practice 1 is a co-requisite with ARCH-4300/6620: Integrated Design Development Studio. With respect to SPC B.3, ARCH-4820/6610: Integrated Design Schematic Studio focuses primarily on site analysis looking at urban patterns and use, surrounding buildings, transportation, solar and wind exposure, and simple zoning analysis. It also stipulates code compliant site design, parking, fire stairs, egress routes and bathrooms.   With respect to SPC B.3, in the reformulation of ARCH-4820/6610 and ARCH-4300/6620, issues of accessibility were specifically addressed in the design work and ancillary exercises associated with ARCH-4300/6620. This is primarily due to the fact that such issues are reinforced in the co-requisite course ARCH-4540/5380: "Professional Practice 1."