RIT

Rochester Institute of Technology
Golisano Institute for Sustainability

Architecture Program Report for 2021 NAAB Visit for:
Continuing Accreditation

Master of Architecture

105 credit program for students entering Rochester Institute of Technology
with a four-year undergraduate degree in a field other than architecture

Year of the Previous Visit: **2017**
Current Term of Accreditation**: Initial Accreditation**

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Master of Architecture Program

Golisano Institute for Sustainability
College of Art and Design

Architecture Program Report for Continuing Accreditation (APR-CA)

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Section 1. Program Description

I.1.1 History and Mission

History, Mission, Founding Principles of RIT

The Rochester Institute of Technology (RIT) marked its founding in 1829, with the formation of the Athenaeum, a cultural association promoting literature, science, and the arts in Rochester, New York. In 1891, the Athenaeum merged with a very different institution—the Rochester Mechanics Institute, founded in 1885 to provide technical training for skilled industrial workers. The marriage of these two organizations—the one promoting arts and letters, the other career education through technical skills— would shape the unique academic portfolio that distinguishes RIT today.

Today, technology, design, application, interdisciplinarity, and innovation continue to be defining features of the RIT educational experience, shaping a distinctive cooperative education program, a diverse academic program portfolio (with such programs as microelectronic engineering, industrial design, and color science), and a highly interdisciplinary research agenda. Once delivered largely in isolation from each other, today's programs in the arts and technology are bridging the divide, thus satisfying the demands of 21st century employers for multi- and interdisciplinary expertise.

The RIT mission links the university's founding purposes with today's certainties and tomorrow's questions. At Rochester Institute of Technology, we shape the future and improve the world through creativity and innovation. As an engaged, intellectually curious, and socially conscious community, we leverage the power of technology, the arts, and design for the greater good.

- [RIT will] provide a broad range of career-oriented educational programs with the goal of producing innovative, creative graduates who are well-prepared for their chosen careers in a global society.... pursue new and emerging career areas....[and] develop and deliver curricula and advance scholarship and research relevant to emerging technologies and social conditions.

- Teaching, learning, scholarship, research, innovation, and leadership development for promoting student success are our central enterprises.

RIT's "Educational Goals" derive from the university's unique history and shape the character of its academic program portfolio and educational culture. This includes the Guiding Principles of Lifelong Learning and Career Orientation; and its five educational goals of Critical Thinking, Global Interconnectedness, Ethical Reasoning, Integrative Literacies, and Creative and Innovative Thinking, and all academic programs must demonstrably incorporate these goals into their educational objectives and learning outcomes. Thus, they are addressed as part of every annual program assessment. Because of the centrality of these goals to the Master of Architecture program when it was conceived and launched, RIT's Educational Goals are referenced in Section 4.

History, Mission, Founding Principles of the Master of Architecture Program

RIT's Master of Architecture program, the first professional architecture program offered by the university, is the product of an interdisciplinary and inter-professional committee (faculty, practicing architects, and administrators) was charged in 2008 to explore and then develop an architecture program for RIT. Like its parent institution, the program combines design, application, interdisciplinarity, and innovation.

The Rochester Institute of Technology's Master of Architecture program enrolled its first cohort of students in the fall of 2011. It is a three and one half-year, full-time graduate program designed primarily for students with an earned bachelor's degree in a non-architecture field, while also providing an "advanced track" for those with an undergraduate degree focusing on design and architecture. While primarily housed in the Golisano Institute for Sustainability (GIS), the program was launched in collaboration with the College of Art and Design (CAD), thus drawing upon RIT's founding and enduring strengths in technology, art and design.

Program Character

At a time of significant transition for the architectural profession, developing an academic program "de novo" allows for full incorporation of the skills and knowledge critical to the 21st-century architect. Unlike existing programs in which emerging professional issues must be accommodated through evolutionary

modifications to curriculum and pedagogy, the design of this program—its content, methods, and outcomes—were thoroughly shaped by today's most urgent imperatives. Chief among these is the sustainability imperative. Our program was founded upon the principle that the adjective "sustainable" is always the implicit modifier of the noun "architecture." Thus, the curriculum and co-curriculum are suffused with the principles and practices of sustainability.

In addition to programs in GIS, the Rochester Institute of Technology offers a number of synergistic graduate programs in areas related to sustainability. Among these are an MS and ME in Sustainable Engineering; an MS in Industrial Engineering; an MS in Environmental Science; and an MS in Environmental Health and Safety Management. Students are encouraged to consider courses in these programs to fulfill elective options.

Urbanism is a second cornerstone of the Master of Architecture program. By the year 2050, it is estimated nearly 70% of the world's population will live in urban environments, with 93% of the growth occurring in under-developed cities and regions (*Urban Growth in an Age of Globalization*, Cengage Learning, 2009). Because a degraded or under-developed urban environment has grave implications, the program pays particular attention to urban settings and principles. The complexity of the urban environment - of which the built environment is only one of many components - requires an interdisciplinary approach to architectural education - one that references economics, public policy, sociology, and regional culture.

Since the urban fabric of many cities is essentially pre-determined, the program amplifies the practices and principles of sustainable preservation and adaptive reuse. The City of Rochester - as well as other U.S. and international cities where our students will work and study - serve as living classrooms for the students. RIT is fortunate to have strong academic programs in Urban and Community Studies and in Public Policy - that provide complementary opportunity to the Master of Architecture program.

Integrated Learning/Integrated Practice make up the third cornerstone of the program. Like all strong architecture programs, the core educational venue for our students is the studio, but a studio that models the same cross-disciplinary, cross-professional integration is fast becoming the norm in architectural practice. From the outset, students often approach design problems within teams, learning to value and leverage their collective intelligence and diverse academic backgrounds.

Finally, technology provides an anchor for the final cornerstone of our unique degree offering. While today's architects have multiple technological tools at their disposal, understanding the value of these tools and technology's implications on design are an important component of a student's education. With our program residing in one of the country's most respected technology universities, and a part of an institute grounded in sustainability research and thinking, collaborative and cross-disciplinary opportunities thrive.

While the necessity of listing courses in the curriculum mask inevitably suggests a series of discrete experiences, actual instruction in the Master of Architecture program is characterized by continuing cross-reference, contextualization, preview, and review. Critical topics are introduced, applied, and re-visited on a recurring basis, resulting in the continuing integration of architecture skills and knowledge domains.

For example, the design and technical courses are co-requisites and are fully integrated. What the students design in one course sequence are technically investigated in the other. The Integrated Building Systems (IBS) course sequence integrates all the technical knowledge commonly segregated into various courses in other architecture programs - structures; building materials and methods of construction; building codes and standards; mechanical, electrical, and plumbing systems; cost analysis; and site work.

The program combines those same strengths that distinguished RIT at its founding: science, technology, design, and society. Its emphasis on integrated practice - a collaborative, multi-professional approach to the practice of architecture - reflects RIT's abiding consideration of practical, career-oriented education.

The Master of Architecture program mission reads as follows:

Through its curricular and experiential emphases on sustainable design and construction solutions, urban revitalization, and integrated practice, the RIT Master of Architecture program intends to educate broad-thinking architects well-grounded in the principles and practices of sustainability, who will be able to create comprehensive projects that solve problems at the intersection of architecture and sustainability.

The five educational objectives of the Master of Architecture program are designed to closely reflect RIT's "Educational Goals" and its Strategic Plan – *Greatness though Difference*. These include:

1. Developing in its students a first-principle commitment to a fully sustainable built environment;
2. Providing students with the technical and practical knowledge necessary to develop innovative and sustainable solutions to urban problems;
3. Habituating students toward critical and creative thinking, problem-solving methods, and design inquiry;
4. Preparing students as leaders in a briskly evolving profession requiring teamwork, business integration, and holistic thinking; and
5. Instilling in students the knowledge and skills necessary to obtain professional licensure.

Benefit to the Institution

The program benefits RIT in a number of ways, including enriched community relationships, exploring new funding sources, enhancement of the faculty/student exhibit culture, a new cadre of visiting speakers, extension of RIT's applied research portfolio, and a constant sustainability presence.

Interdisciplinary collaboration. RIT offers a broad range of degree programs many of which are closely related to architecture such as industrial and interior design, engineering and engineering technologies, and urban and community studies. With the addition of an architecture program all these allied programs are enriched by providing collaboration opportunities for faculty and students.

Community Relationships. AIA Rochester is fully supportive of this program. In fact, it was a letter and recommendation from this organization that first set the program development in motion. A number of area architects regularly volunteer substantial amounts of their time to program development and review activities. The resulting connection between the local architecture community and RIT strongly continues through the participation of AIA Rochester members as adjuncts, mentors, employers (including co-op), and advisory committee members. AIA Rochester has also donated to RIT a valuable collection of original architectural drawings (early 20th century) of important Rochester buildings. These drawings benefit architecture students and faculty, but they are also important for students in Civil Engineering, Industrial Design, and Urban and Community Studies.

The Master of Architecture program closely associates with such community organizations as the Rochester Historical Society, the Landmark Society, and the Community Design Center of Rochester (CDCR). The department head and faculty regularly meet with the local professional community at various times throughout the year to discuss and identify program gifts, donations and community engagement opportunities.

Exhibition Culture. From RIT's founding in the 19th century, an important part of the institutional culture has been faculty and student shows and exhibits. This continues to be the case, not only in the areas of photography, crafts, design, and film, but also engineering (senior design projects) and RIT's showcase Innovation and Creativity Festival - ImagineRIT - which features inventions, performance, and projects developed by students in every RIT major. The architecture program, with its student and faculty shows, provides a rich addition to this culture.

Distinguished Speaker Series. With support from sponsorships and funding from donors, an architecture lecture series called archiTALK(s) is offered each year. In addition, the GIS Seminar Series, rounds out an array of guest speakers. Given the interdisciplinary nature of the profession, attendance by students from other RIT majors and the professional community is not uncommon.

Applied Research. RIT's research agenda tends to be applied and interdisciplinary. Both student and faculty projects in the architecture program provide faculty and students in the Golisano Institute for Sustainability a range of real-life problems that are addressed by their work.

Campus Sustainability. Like the Golisano Institute for Sustainability, the architecture program contributes significantly to the campus' environmental conscience. RIT has a stellar track record in this area, including the Sustainability Institute Hall as its second LEED platinum academic building in New York State. RIT is also committed to the Climate Action Plan for a carbon neutral campus by 2030. Many of our students work with RIT's Senior Sustainability Officer whose office is conveniently located within GIS.

Benefit to the Program

Among the benefits provided to the program by the university are reflected visibility, an academic culture hospitable to and experienced with professional degree programs, experience with studio-based instruction, existing exhibit spaces, and excellent facilities.

Reflected Visibility. The strong reputation that RIT enjoys in design and technology automatically provides positive visibility to the architecture program. Likewise, the Golisano Institute for Sustainability, one of a handful of such centers nationwide, provides the program immediate credibility in the sustainability area.

RIT is home to the Vignelli Center for Design Studies, which provides a remarkable new setting for design education, research, and critical examination. The Center also houses the majority of the Vignellis' archival collection of their achievements in industrial design, architectural graphics, interior, and furniture design. Students and faculty from the architecture program have full access to this amazing resource.

Cooperative Education. RIT has an extremely strong cooperative education program, which places students in over 50% of its academic programs in paid, major-related positions for up to a full year. RIT's experience in cooperative education is a substantial advantage to architecture students as they seek co-op placement.

Professional degree programs. The university offers a number of professional graduate programs—from the MBA, to a Physician's Assistant MS, to the MFA, to the ME in a number of engineering fields. Many of RIT's MS programs are practice- rather than research-oriented. RIT's familiarity with accreditation, job placement, and capstone projects is directly helpful to administrators of the architecture program.

Studio-based instruction. RIT is extremely familiar with the space, personnel, and equipment requirements of studio-based programs, and this experience has served us well. Additionally, RIT has a long track record with evaluating studio work (through its NASAD-accredited programs).

Exhibit Space. RIT has generous exhibit space that can be shared with architecture faculty and students, including the Dyer Art Gallery at the National Technical Institute for the Deaf, the Bevier Gallery in the College of Art and Design, the University Gallery in the Vignelli Center for Design Studies, and exhibit space in the Wallace Center.

Facilities. The opening of our architecture program coincided with the closing of a large bay of a printing application lab in a building adjacent to the new building for the Golisano Institute for Sustainability. At program launch in 2011 nearly 12,000 sq. ft. of space was re-purposed for studios and classrooms. Additional administrative and faculty offices are in the GIS building (Sustainability Institute Hall, which also provides additional shared lab, crit, and classroom space).

Liberal Arts and Practicum-based Learning

While our program is designed for students with a baccalaureate degree in a non-architecture field, we continue to receive numerous inquiries and enrollment from students with some previous architecture background, and accept these students as well. We attract students from undergraduate majors as diverse as anthropology, engineering technology, urban studies, English, history, design, business, law and art. This model - in part - assures that our students, who regularly work in teams, bring a rich breadth of academic background and intellectual problem-solving perspectives to the studio. We believe that students continually learn from each other, as they share their diverse disciplinary perspectives.

As a graduate program, there is no required liberal arts core in the Master of Architecture curriculum. However, there are a number of liberal arts graduate electives that students may take (e.g., economics, public policy, urban studies, and art history). The program's emphasis on urban environments—of which the built environment is only one of many components—offers an interdisciplinary approach that references economics, public policy, sociology, and regional culture.

From their first semester in the program, students begin work in teams on projects and problem solutions. Our association with the Rochester architecture and design community offers numerous opportunities to students for on-site work, as well as studio projects based upon projects and problems posed by the community. The required cooperative education experience (co-op) is essentially a paid practicum in which students apply their studio learning to the real-world practice of architecture.

I.1.2   Learning Culture

Learning Culture Policies

Since the program launch, the program has adopted a robust Studio Culture Policy that has embedded a positive learning culture, and this serves as the foundation for an integrated learning environment. Because it is important that there be complete transparency and investment in the various standards and procedures across stakeholders, this policy was originally developed collaboratively by faculty, students, and staff with its original adoption in Fall 2012. The policy includes core values, shared learning goals, time management, implementation, assessment, and arbitration procedures; and undergoes an annual review with formal updating every other year. A copy of the Studio Culture Policy is referenced in Section 4 of the APR.

In addition to the Studio Culture Policy, other program policies have been developed to reinforce a positive and equitable learning culture in every area of the program. These include:

> Global Experience Policy
> Co-op Policy
> Thesis Policy
> Advanced Standing/Course Waiver Policy
> Independent Study

Policy Access

All policies are described and discussed during our annual Fall Student Orientation, made available to all students in the Student Manual, are referenced in the department website, and in the student section of MyCourses. These are also maintained on file in the Department of Architecture office for reference, and a copy of the Student Manual is placed in each studio.

Implementation and Assessment

An implementation and assessment process is a routine part of the program's policies, and includes both faculty and student input. The means and scheduling of assessment are a part of each policy and typically occur no more than every other year at a minimum.

Harassment and Discrimination

See Policy C6.0 in RIT's *Institute Policies and Procedures Manual:*
http://www.rit.edu/academicaffairs/policiesmanual/c060

Academic Integrity

See Policy D8.0 in RIT's *Institute Policies and Procedures Manual:*
http://www.rit.edu/academicaffairs/policiesmanual/d080

I.1.3   Social Equity

RIT has an Office for Diversity and Inclusion (https://www.rit.edu/diversity/) within the division of Academic Affairs solely dedicated to the successful recruitment of diverse faculty and professional staff to RIT. The Office of Faculty Recruitment oversees every faculty and professional staff search to ensure diverse applicant pools and equity in decision-making. All architecture faculty searches adhere to hiring processes set up by this office and will make use of their resources.

The Office of Faculty Recruitment also maintains a database of minority and women graduate students. This database is used as a referral source for faculty openings and includes individuals in all stages of graduate study. With the recent internal approval of the Master of Architecture degree, architecture and related disciplines has been added to the database.

RIT has set ambitious goals for diversifying our undergraduate and graduate student populations. For the past few years, significant additional funding has been made available to competitive AALANA (African American, Latino/Hispanic, Asian and Native American) and female students. RIT has an active McNair Scholars Program, a federally funded program that supports undergraduate students from underserved populations who wish to attend graduate school (https://www.rit.edu/diversity/mcnair/about-dr-ronald-mcnair).

Beginning in 2014, RIT launched its "AdvanceRIT" program, funded through a large institutional transformation grant from the National Science Foundation. The project's goals are to increase the representation of women STEM faculty at RIT and to increase their representation among our campus leadership. AdvanceRIT is a long-term, multi-faceted program designed to increase and advance women faculty at RIT.

The university is also home to a "Future Stewards Initiative" - an agreement between the university and American Indian/Alaska Native governments and communities for the purpose of providing educational and experiential programs for AI/AN scholars and facilitating their return to tribal communities (https://www.rit.edu/diversity/fsp-dept).

Within the student population, the Master of Architecture program enrollment includes a diverse cross section of students covering gender, race, disability, and ethnicity. At our various stakeholder meetings and the faculty advance/retreat we discuss and address social equity, diversity and inclusiveness as a routine part of our self-assessment. In addition, students are asked provide input and comments in these areas during their annual feedback session.

I.1.4   Defining Perspectives

The five defining perspectives that follow correspond closely to RIT's "Educational Goals" and its Strategic Plan in many ways. These reflect RIT's long-standing commitments to teaching, community engagement, technology, application, and innovation, and were interwoven into the Master of Architecture program at the time of its launch. As mentioned above, all academic programs are expected to incorporate these goals into their educational objectives and learning outcomes; thus, they are addressed as part of every program assessment.

The program's five educational objectives, which are derived from these goals, speak both explicitly and implicitly to the five perspectives. Thus, the five perspectives are tightly stitched into the curriculum, extra-curricular activities, and culture of the architecture program. Their complement to RIT's Educational Goals further assures their continued centrality.

1. Collaboration and Leadership

The Studio Culture Policy insists upon a relationship of mutual respect, diverse problem-solving methodologies, faculty-student and student-student interaction and support, and independent thinking. Adherence to this policy is regularly and routinely reinforced. To succeed in studio work and in on-site group projects, students work productively with peers from diverse backgrounds, to respectfully negotiate differences of opinion, methods, and practice, and to make and adhere to principled decisions. The faculty's continuous modeling of, and teaching about, the requirements of successfully integrated practice enable students to work productively – both as leaders and contributors - within cross-professional teams and to practice the leadership and partnership skills necessary to a team's success. The integrated practice emphasis also serves as a model for global interaction in the business world. Our Mentors and Co-op supervisors oversee student progress in these areas on an annual or bi-annual basis.

RIT has a tradition of faculty-student collaboration in research, scholarship, and applied projects. Because of the integrated association of the architecture program in the Golisano Institute for Sustainability, faculty and student projects are intended to reflect on the innovative technologies studied and developed there. Since the program's inception, many collaborations between GIS faculty, GIS graduate students (M.S. and Ph.D.) and architecture faculty and students have occurred, and continue to occur with regularity. This includes in overlapping and collaborative coursework in the sustainability course series, field trips, and research within Sustainability Institute Hall, commonly referred to as our "living, learning laboratory."

The required sustainability courses, ARCH-753 Urban and Regional Planning, and the social science and art history electives bring considerable interdisciplinary breadth and depth to student learning. The integrated pedagogy, in which course material is regularly recursive, encourages holistic and integrated thinking, as do the five courses in the "Integrated Building Systems" sequence. With the high level of community engagement, students experience the academic and professional realms as fully integrated.

A key goal of the RIT Strategic Plan continues to provide innovation, creativity, research, and scholarship opportunities in a collaborative way. A variety of university resources are available to help to achieve this

goal, including a Student Innovation Center, a growing undergraduate research program, an annual Innovation and Creativity Festival (ImagineRIT), a Student Entrepreneur House, and a business incubator (Venture Creations). Architecture faculty, staff, and students are encouraged to participate in, collaborate with, and assume leadership roles throughout the many opportunities made possible by these programs.

2. Design

The overriding, interweaving and grounding element of the four cornerstones of our program – sustainability, urbanism, technology and integration - is design.

The second of the program's five learning objectives is particularly germane to this second perspective: the program will "provide students with the technical and practical knowledge necessary to develop innovative and sustainable solutions to urban problems." Because of a focus on urban architecture, students are required to explore diverse city neighborhoods and identify and respond to the needs of a wide range of socio-economic and cultural backgrounds.

Students' required global experience is an important first step in the road to becoming global architects and thus global citizens. The program focus on urban architecture is expressed in a number of case studies involving international cities with distinctive sets of economic, cultural, and political forces. As the students' analytical toolbox grows (through coursework and practicum experience) they bring increasingly multi-disciplinary perspectives to the consideration of design and complex urban problems. This is particularly important as we recognize current shifts in the profession with a growing expansion in areas such as design-build, integrated project delivery, and global practice.

The sustainability focus repeatedly reinforces how sustainable design can have a positive aesthetic and environmental impact on the diverse populations of contemporary cities. A primary educational objective of the program is to "develop in…students a first-principle commitment to a fully sustainable built environment." It is our intent that by the time they graduate, students will have developed a deep environmental ethic that is indivisible from design.

The architecture program focuses on methods of integrated practice in such courses as the Integrated Building Systems (IBS) sequence and ARCH-771 Professional Practice, and it routinely enlists the teaching and advisory services of individuals from related professions. This includes contractors, builders, and architects who successfully deploy professional integration in major projects, as well as all our professors-of-practice (adjunct faculty). Through the diverse composition of our professors-of-practice, our mentor-mentee program, and our project juries, students are regularly exposed to the priorities and perspectives of design professionals in architecture and allied fields. With group project work, students practice leadership, facilitation, and implementation skills. Their close association with faculty and students in the Golisano Institute for Sustainability allow them to experience practitioner-researcher relationships.

Because our students come from a variety of undergraduate majors, they bring multiple problem-solving approaches to bear on each project, yielding a rich and integrated end product. We observe that our students learn from one another as the circumstances allow, expanding the perspective around, and critical inquiry within design exploration.

3. Professional Opportunity

Practice-based learning is a hallmark of the RIT education. RIT students in all programs learn theory in the classroom and then have repeated opportunities to put that theory into practice - in later courses and in their various co-op placements. Many student assignments are completed in a practicum setting - either within the studio, a local architecture firm, a project site in Rochester, or co-op placement. The program's close association with AIA Rochester puts students in regular contact with professionals fully dedicated to the growth and development of the profession, as will their co-op placements. Participation in AIAS accustoms students to connect to current professional leadership as they help mold the future of the profession.

One of the major goals of the curriculum is to prepare students for the licensure exam. The program enthusiastically guides the new student from orientation and throughout their educational experience, to become licensed and registered architects. A number of courses address the many layers and rationales

of building regulations, including (but not limited to) ARCH-771 Professional Practice, ARCH-741 through ARCH-744, the Integrated Building Systems series, and ARCH-763 Sustainable Building Metrics.

Students' mandatory co-op assignments provide them with contemporary examples of internship work. Out-of-state and international co-op assignments expose students to other regulatory environments. Through these relationships and the mentor-mentee program, all students have the opportunity to work with licensed architects and other professionals, thus gaining a first-hand understanding of the range of opportunities available to a broad range of professional practice.

In addition, the NCARB AXP exposes students to traditional and alternative career paths. AIA Rochester, one of the strongest regional AIA chapters, has excellent relationships with key NYS licensing officials and regularly helps organize strategically timed information sessions for the students on the topics of internship, licensure, and NYS regulations. This is done in collaboration with the Department of Architecture's in-house Architecture Licensing Advisor, Professor Julius Chiavaroli.

4. Stewardship of the Environment

The Master of Architecture program focuses on addressing the pressing environmental exigencies of the 21st century. As previously mentioned in I.1.1 above, our program was founded upon the principles of environmental stewardship and sustainable thinking in an integrated and holistic way. It derives from the belief that it is imperative to teach, educate and offer critical and creative thinking around environmental sensibility, sustainability and resiliency as explorative vehicles for increasing the value, purpose and significance of design.

Among the required sustainability courses in the curriculum are courses in Sustainability Science, Industrial Ecology, and Sustainable Buildings—all offered in collaboration with graduate programs in GIS' sister department - Sustainability. But beyond these direct forms of exposure, the entire program curriculum is suffused with the principles and practices of sustainability. Virtually every required course— from Integrated Building Systems to Architectural Design to Design Theory—is presented and experienced primarily through the lens of sustainability. Further, architecture students are exposed to the results of cutting-edge research in GIS in such areas as material aging, clean technologies, alternative energy solutions, pollution prevention, and green product assessment. The required sustainability courses develop in students a deep appreciation for the necessity and the challenges of sustainable building. Because in the northeast, sustainable architecture is almost synonymous with adaptive re-use, the program also emphasizes building re-use in primarily urban settings. Several courses in the design sequence, ARCH-763 Sustainable Building Metrics, and ARCH-762 Industrial Ecology Fundamentals equip students with the knowledge and analytical skills necessary to advocate and produce sustainable, resilient, social and environmentally responsive solutions, all imperative concepts within 21st century design thinking.

The program's sustainability focus and its integration within GIS as an active sustainability research organization encourages intellectual growth and agility. Students are first-hand witnesses to the swift pace of technological solutions to sustainability challenges, thereby recognizing the importance not only of knowledge currency, but also of a capacity for understanding and applying new technologies.

Also previously mentioned, RIT offers a number of synergistic graduate programs in areas related to sustainability. Among these are an MS and ME in Sustainable Engineering; an MS in Industrial Engineering; an MS in Environmental Science; and an MS in Environmental Health and Safety Management. Students are encouraged to consider courses in these programs to fulfill elective options. Several of these courses are identified in Section II.2.2.

5. Community and Social Responsibility

RIT's valuably strong ties with the Rochester community are regularly reflected in the architecture program. It is largely within the framework of the greater Rochester community that our students learn what it means to be an architect and contributing community members in service to society. This means regular interaction not only with area professionals, but also with civic leaders, with highly diverse city neighborhoods, and with active city organizations. As communication skills are emphasized, students are

taught to be effective listeners to, and learners from, clients and appropriately respond to their expressed needs.

Among the courses supporting this perspective are ARCH-752 Urban and Regional Planning and ARCH-734, the Urban Studio. These courses provide students with the skills necessary to critically examine a number of contemporary social issues related to the practice of architecture - including but not limited to universal design, ethnicity in the urban form, ethical decision-making, and the role of the architect in society. In the ARCH-752 Urban and Regional Planning course, students work with area planning organizations and/or agencies to provide community service in the design process for neighborhoods.

A popular elective course is ARCH-781 Graduate Scholarship. Each faculty member may offer their own section of this course as an extension of their scholarly work. Each offering focuses on projects that range from research, to design, and to design development work in Rochester and around the world. A high percentage of students take at least one of these offerings as an elective. One student in particular took four versions of the course, all of them in a poor urban area of Rochester, his work ranging from developing a program for a health facility, to researching how the cost of affordable housing could be kept to a minimum.

Architecture faculty, staff, and students routinely and continually engage with the Rochester community. Professors-of-practice bring their experience as community professionals to the studio and classroom. Full-time faculty collaborate with professors-of-practice, oversee student projects in the City of Rochester, recruit community architects for juries, and promote the architecture program within AIA Rochester.

All students participate in multiple on-site projects within the City of Rochester, under the supervision of community professionals and RIT faculty. With no other architecture program in the metropolitan area and an urban building stock in need of creative attention, students and faculty from the program have regular opportunities to propose and implement sustainable preservation and adaptive re-use solutions in the city of Rochester. This involvement with community participants, business stakeholders, and policy makers underscores the value and importance of our civic engagement duties and public servant responsibilities as architects and future leaders.

The following table summarizes the five Defining Perspectives and their relationship to the program's educational objectives and goals.

Program Educational Objectives/Goals Supporting the Five Defining Perspectives	NAAB Defining Perspectives				
	A. Leadership and Collaboration	B. Design	C. Professional Opportunity	D. Stewardship of the Environment	E. Community and Social Responsibility
First-principle commitment to a fully sustainable built environment	●	●		●	●
Technical and practical knowledge necessary to develop innovative and sustainable solutions to urban problems		●	●	●	●
Sophisticated skills in design, creative thinking, and problem solving	●	●	●		
Leadership in a briskly evolving profession requiring teamwork, business integration, and holistic thinking	●		●		●
Knowledge and skills necessary to obtain professional licensure	●	●	●	●	

Summary of Co- and Extra-Curricular Activities Supporting Five Defining Perspectives:
- Cooperative education placements in the Rochester community and outlining region
- Collaboration with GIS sustainability students and faculty regarding research and technological investigations
- Participation of professors-of-practice (adjunct faculty) in the routine culture of the program
- Participation in AIAS
- International study/co-op
- Guest lectures both university and community wide
- Neighborhood projects and community service as "Scholarship of Engagement" activity
- Participation in local AIA programs, charrettes, neighborhood studies
- Connection through AIA with the NCARB AXP program
- New Student Orientation each fall

I.1.5   Long-Range Planning

Institutional Long-Range Planning

Since the early 1990's, RIT has relied upon a flexible strategic planning process to chart and correct the institutional direction. Strategic planning, which always begins at the institutional vision and mission, is a community process, with all constituencies represented in the development of a 10-year institutional blueprint. Strategic goals are assigned annual, quantifiable targets and a final target to be reached by the retirement of that strategic plan.

Flexibility is a continuing hallmark of RIT's strategic planning. Embedded in each plan is a process for changing goals and targets as necessitated by unforeseen changes in the external and/or internal environment. For example, when President Bill Destler came to RIT in 2008, he brought with him a vision of RIT as "the innovation university," one that, because of its unique program portfolio, can, in his words,

"bring the right and left brain together" to yield truly innovative interdisciplinary programs. The "innovation university" was entirely in keeping with the RIT tradition of career-oriented programs in the arts, technologies, and sciences, but it did drive some modifications to the existing strategic plan, including, for example, a new goal to "grow RIT's reputation in sustainability." The architecture program presented here is a product of this flexible, but always mission-faithful strategic planning, and continues through its current vision.

The recent adoption of the RIT's strategic plan - *Greatness Through Difference: RIT's 2015-2025 Strategic Plan* (https://www.rit.edu/strategicplan) was presented to the Board of Trustees in November of 2014 and approved 2015. It boasts RIT being a world leader in experiential education, with its cooperative education program the fourth oldest and one of the largest in the world. This plan continued to commit to carbon neutrality, LEED certified buildings, and sustainability focused degree programs, and specifically mentions the architecture program as "among the first to consider sustainability as a curricular element equal in importance to design."

Recently, with the arrival of President David C. Munson, Jr. in 2017, the strategic plan was carried forward with its fundamental principles in mind, but modified and simplified. Now called – *Greatness Through Difference: The RIT Strategic Plan – 2018 – 2025*, it embeds in the vision and mission a culture of creativity and innovation by leveraging "the power of technology, the arts, and design for the greater good." *Greatness Though Difference* has four Dimensions and twenty-five goals:

People: Where Creativity Begins – Focusing on exceptional talent; diverse, innovative, students, faculty and staff.

Programs: Innovating Across the University – Offering a signature array of programs in technology, the arts and design, including research, scholarship, artistic activity and experiential learning.

Places: Facilitating Creativity – Attracting people with a physical environment that encourages connecting, making and playing. This includes a goal of carbon neutrality by 2030.

Partnerships: Extending Our Reach and Serving the World – Creating global partnerships and relationships; but also connecting to our region and contributing to the enrichment of our own backyard.

Clearly, the Master of Architecture program plays a critical role within each of these dimensions while transecting and intersecting in many ways, with the overarching principles of design and technology.

Program Long-Range Planning

Beginning at the foundational level, each of the program's educational objectives is interwoven with the long-range direction of the program (see I.1.1). Three key bodies responsible for continually testing and adjusting, continual focus of the direction of the program as reflected in these objectives through input from professional groups at a visionary/strategic level, by the program faculty (full- and part-time) at both the visionary and execution levels, and with the Curriculum Committee at the program and pedagogical level.

With its large number of professional and technology-dependent academic programs, RIT has become adept not only at reacting to external changes, but at anticipating them and adjusting curricula quickly and seamlessly. In most cases, these changes are identified through the collaboration of engaged professionals, including employers who hire our students for co-op and permanent employment, members of professional advisory boards, full-time faculty (for whom currency is an ongoing requirement reflected through research and scholarship), and part-time faculty (professors of practice). The Master of Architecture program is no exception. RIT is well practiced in using its many industrial/professional advisors as critical bellwethers to ensure program currency.

Annually, the department holds a year-end retreat/advance to critically review the program's goals, successes and challenges; and to assess its direction and growth. We also hold an end-of-year student conversation forum, allowing all students an opportunity to comment and provide feedback on their experience in the program. Informally, the department head has meetings with student leadership at least twice per semester for feedback and updates.

Data and Information Sources

Important sources of information are the results of the annual assessment of learning outcomes, which regularly influence changes in the program (discussed below). For example, consistent under-performance in an outcome leads to re-thinking of program direction or admissions requirements or faculty-student ratios, while consistently meeting benchmarks are evaluated to address raising standards as the program and profession evolves. Data from multiple sources included input from the RIT community, the professional community, and our students, faculty and collaborators. This allows pedagogical objectives to be assessed and evaluated, to assure alignment with the growth and future direction of the profession. This is described in greater detail in the sections that follow.

Role of Five Perspectives

The five defining perspectives discussed earlier are clearly reflected in the program's educational objectives. Long-range, strategic planning for the program occurs within a discussion of these objectives as one of its primary threads, which assists in assuring that the perspectives remain central and foundational in this ongoing activity.

Other Long Range Planning Efforts

Recognizing that both the discipline and practice of architecture is in constant growth and change, additional elements to enhance the growth and development of the program include:

STEM Designation: Beginning in 2019, the Master of Architecture program adopted the STEM designation to reinforce the value of this designation as fundamental to architecture and to increase scholarship and research opportunities for students, providing up to two additional years of work/study for international students.

Bachelor of Architecture: Over the last few years the department has been planning and developing a Bachelor of Architecture degree offering, prompted by the university to add the importance of architecture within its undergraduate core offerings. Plans remain current to launch this program in the near future.

BFA/ M Arch: During Spring of 2020, discussions commenced with the College of Art and Design on a "4+2+" undergraduate BFA degree in Interior or Industrial Design, allowing automatic enrollment into the Master of Architecture.

Online Course Offerings: Recognizing that as the future of program offerings evolve within the academy, it was determined that providing some flexibility with delivery modality could enhance educational opportunities and outcomes in concert with 21st century practice delivery models. This exploration began in spring of 2019, and program development continues today. Given the COVID-19 pandemic, which effected virtually all universities globally during Spring of 2020, our program was able to test some courses in an online format over the last few weeks of the term. Initial evaluation of our spring term showed significant promise for a full launch of an online track to complement the existing on campus offering.

I.1.6.   Program Self-Assessment

In all of RIT's academic programs, continuous improvement is assured through the annual assessment process (see next section) of a program's goals and objectives against its vision and direction. The architecture program's original vision, mission, and direction continues by aligning with GIS' Strategic Plan (2005-2015), and the Department's individual Strategic Plan. These are complemented, reinforced by, and interwoven with RIT's _Greatness Through Difference: The RIT Strategic Plan 2018 - 2025_. In turn, the program vision, mission, and objectives, along with the NAAB performance criteria, inform the program learning outcomes, which is where internal assessment and continuous improvement take place.

In order to establish a consistent and strong assessment foundation campus-wide, each program at RIT develops a Program Level Outcomes Assessment Plan (PLOAP). Academic programs use a common template, developed collaboratively by the Student Learning Outcomes Assessment Committee (SLOAC), which is comprised of representatives from every college and degree-granting unit (of which the department head is a member). Program assessment plans are created to facilitate continuous program improvement with a focus on teaching and learning.

A PLOAP provides faculty with a clear understanding of how their program is assessed (e.g., who is going to do what, when, and how) with the ultimate goal to foster student learning. Assessment plans reflect specific program goals; measurable student learning outcomes; benchmarks or expected results; the direct and indirect assessment methods used to demonstrate the attainment of each outcome; a well-articulated plan for timely implementation; the intervals at which evidence is collected and reviewed; the individual(s) responsible for the collection and review of evidence; and use of findings to inform, confirm, and support program level change and accomplishments.

Support for assessment-related processes is available to programs from RIT's Office of Educational Effectiveness Assessment (EEA). EEA works directly with programs to provide support for program level assessment, including assistance with assessment planning, development of instruments, workshops, and resources. EEA provides faculty with a variety of easily accessible resources on its website, www.rit.edu/outcomes.

The Student Learning Outcomes Assessment Progress Report at RIT

RIT's academic programs report on their current assessment practices to the university on an annual basis, including outcomes assessment results and use of results for program improvement. This process is referred to as the Progress Report. The Progress Report is an annual survey that asks academic programs to identify a program level student learning outcome assessed in the prior year and report the results of the assessment along with how the program used the results for improvement. Oversight of RIT's annual Progress Report is provided by the EEA Office. Overarching goals for the annual progress report are to highlight student-learning achievement and to determine how data are used to guide improvements.

The Progress Report results are shared with the provost's office, board of trustees, deans, the SLOAC, departments, and programs. The results from the Progress Report are also used to measure university-wide initiatives on student learning and continuous program improvement and included as a metric in the University's Academic Program Analysis.

At the conclusion of each Progress Report cycle, EEA works directly with respective colleges or departments to share the results and determine the best course of action. In prior years, action plans included meeting with faculty, holding workshops, and presenting information on best practices in student learning outcomes assessment to faculty and administrators.

Any discussion of assessment in architecture education recognizes the role played by studio pedagogy in student learning. The design studio is the pulse of every architecture program: it is the setting for faculty instruction and feedback; for student-to-student mentoring; for collaborative design and problem solving; and for the constantly critiqued iterations of every design experiment and project. Final course and project grades remain the summative forms of evaluation for architecture students, but equally, if not more important, are these continuous formative exchanges that are the engine of student learning.

The dominant idiom of the studio is the language of evaluation and assessment; student work, including incorporation and application of course content as well as the development of skills and abilities, is repeatedly subject to review, comment, suggestion, and evaluation by faculty, professors-of-practice, co-op supervisors and peers. Progress in student learning is possibly more closely monitored in architectural (and art) studios than any other teaching venue. Learning (or its opposite) is everywhere evident and everywhere leveraged as the basis for new learning. In other words, the design studio epitomizes a learning culture of evidence.

These features of studio pedagogy do not obviate the need for formal review and assessment, but any formal assessment plan must derive from the highly applied, visible, and iterative learning that is the studio experience.

Self-Assessment Process

As mentioned earlier under Long Range planning, RIT requires a detailed assessment plan for all program proposals, and the Architecture program adheres to these institutional assessment requirements. This is a detailed, evidence-based assessment plan that provides a mechanism for continually reviewing and improving the program. Just as RIT's strategic goals are grounded in the RIT 2018 - 2025 vision and mission, the program learning outcomes derive from a program assessment superstructure—the vision,

mission, and objectives presented in Section I.1.1—that is itself informed by the RIT vision, mission, and goals.

At the program level, a broad framework for self-assessment is in place and is being used as the basis for a more detailed self-assessment methodology and metric. The department regularly convenes with the EEA Office, and – with their guidance - we have a comprehensive set of objectives and characteristics for both program and student assessment to closely align with the current NAAB objectives and SPC. Each year we assess several outcomes and report to the EEA office a set of evaluated metrics. As we transition to the NAAB 2020 *Conditions*, we have begun discussions with the EAA office to establish the updated metrics in alignment with the NAAB criteria and objectives.

For the Master of Architecture program, learning outcomes are intended to encompass the broad criteria listed below:

1. Comprehend interrelated sustainability concepts from multiple disciplines such as economic, environmental science, engineering, policy, and social science.
2. Formulate problem statements and then identify and ascertain the impact and design opportunities for the various influences (such as historic, social, cultural, etc.) on any given design problem.
3. Comprehend the principles of project management, the resources applied to a project, and the process of guiding the project to successful completion.
4. Analyze and synthesize diverse aspects of professional practice.
5. Apply principles of sustainable design and practice to projects.
6. Apply historical, religious, cultural, etc. lessons to contemporary urban problems.
7. Conduct and present business analysis of design choices.
8. Coordinate diverse aspects of professional practice.

Standard Assessment Language: Taskstream (RIT's Assessment Management System)

RIT's Assessment Management System (AMS), Taskstream by Watermark™, is an online web-based system providing a communication and resource hub for all of the institution's outcomes assessment and continuous improvement initiatives. The AMS facilitates the documentation and demonstration of the contributions that each of the University's academic programs and support services make towards achieving the goals of the institution as a whole in terms of institutional effectiveness. System features include:

- Organizational planning and reporting

- Online assessment plan creation and review

- Mapping to goals, learning outcomes, RIT Educational Goals and accreditation criteria

- Program level reporting and tracking of recommendations and improvements

- Development of surveys and rubrics

- Curriculum mapping

- Accreditation

Programs are provided with a workspace where their Program Level Outcomes Assessment Plan (PLOAP) and other assessment-related data can be stored and managed electronically. Training and support for RIT's AMS is provided by the Office of Educational Effectiveness Assessment (EEA).

Websites include:

https://www.watermarkinsights.com/

https://www.watermarkinsights.com/our-approach/assessment-accreditation-planning/

Assessment Results
Through the use of the PLOAP tool, an overlay mapping occurs annually to tri-annually against the robust and comprehensive program agenda and objectives. Assessment results are documented, recorded and

analyzed, resulting in an ongoing and iterative process for self-improvement. These assessment opportunities are used to reflect upon the program mission and vision and to directly influence and inform the key program goals listed below. A complete PLOAP Table is provided in Section 4 for reference.

Program Goal 1: The program will produce broad-thinking architects well-grounded in the principles and practices of sustainability. Students will be able to:

1. Comprehend interrelated sustainability concepts from multiple disciplines such as economic, environmental science, engineering, policy, and social science.
2. Formulate problem statements and then identify and ascertain the impact and design opportunities for the various influences (such as historic, social, cultural, etc.) on any given design problem.
3. Comprehend the principles of project management, the resources applied to a project, and the process of guiding the project to successful completion.
4. Analyze and synthesize diverse aspects of professional practice.

Program Goal 2: Graduates will be able to create comprehensive projects that solve problems at the intersection of architecture and sustainability. This includes the ability to:

1. Incorporate principles of sustainable design and practice to projects.
2. Apply historical, religious, cultural, etc. lessons to contemporary urban problems.
3. Conduct and present business analysis of design choices.
4. Coordinate diverse aspects of professional practice.

Curriculum Review and Development

The Curriculum Committee meets at least once per semester or more often as needed to address its assigned charges. The committee consists of members primarily from the program faculty, faculty within the GIS, outside professionals, and faculty from the CAD. Any curricular changes (new, revised, or eliminated courses) must be approved by this committee. As coursework is proposed by our program, any substantial curricular changes (greater than 30% of the program) must be approved by the university-level graduate curriculum committee referred to as the Graduate Council, and - pending the nature of these changes - curriculum adjustments are often forwarded to the State Board of Education for review and approval.

Over the last two years, a primary goal has been to implement the changes agreed upon in the 2014 full program review, and from input provided during the 2017 NAAB Initial Accreditation visit and process. It also addressed issues of curriculum flexibility; a clarification and revision of program goal(s), mission, and objectives; awarding of advanced standing to applicants; acceptable global experiences; and portfolio review evaluation. The Curriculum Committee recently identified a formal process for annual program curriculum review and development plan to commence at the conclusion of each academic year. This has now become a requisite annual program retreat/advance agenda and is discussed in greater detail in the earlier sections on Self-Assessment.

Additional curricular foci have been on continuing to strengthen the design sequence to improve upon thesis investigation procedures. Toward that end, the three faculty members reviewed the entire sequence and developed an overall approach in terms of what types of projects would best ensure meeting course objectives. This not only assured a smooth transition between courses for the students, but also avoided unnecessary duplication of skill development or worse – missing one. Each faculty member was then assigned one year of the program to coordinate thereby providing a structure for managing the process on a course-by-course basis.

Perhaps more importantly, this review resulted in the faculty formulating a common design approach. Agreement was reached on what *programming & analysis* and what *planning & design* tasks would occur in each course and to what level. These were built around Realm A design SPCs. For example, all of the design studios were devised to include precedent studies. The faculty determined where the concept was introduced, where it was reinforced, and where it would be assessed to fully meet A.6.

The assessment process noted above for Realm C is used for all SPCs, that is, student learning outcomes for each course are directly related to SPCs and are the basis for selecting representative work. High pass examples are simply the best works of the entire class. Low pass examples are selected by checking the

work against course objectives to be certain that it represents a minimally acceptable outcome. Usually this is "C" level work.

One exception to this approach is work that is assessed using criteria referenced instruction methodology. This approach essentially gives students multiple opportunities to meet any given criterion. Students could meet a criterion at the "A" level on the first try or they might not meet it at all in which case they try again. Students often attain at least "C" level work but on occasion do not. An overall level of achievement is the result of combining the results of all criteria tests; e.g. if a student minimally satisfies 17 of 20 criteria on a project his/her grade/level of achievement = 85%.

With ARCH-790 Thesis we completed a comprehensive Thesis Policy re-write that is now adopted and in place. This is intended to simplify investment, execution and delivery of the thesis process, without sacrificing the critical inquiry and content of the final product.

In addition, during the Spring 2020 Retreat/Advance we developed a draft template for transitioning to the NAAB 2020 *Conditions* and criteria focused on planning and assessment, curricular development and equity and inclusiveness as these specifically relate to the new NAAB criteria.

Additional Assessment Involvement

Adding to the program faculty, the following groups are also involved in program review and assessment: These groups add value to provide additional breadth and depth of assessment and input as the program evolves and develops.

The Architecture Program Advisory Council (APAC) - APAC is a source of advice and counsel, consisting of professionals in local and national architecture and building positions, and architecture educators. The advisory board meets every few years and serves in an oversight capacity to guide, advise, review and inform the make-up and construct of the program - discussing the degree to which the program aligns with its developing expectations, the future direction of the profession, and to assist in identifying additional relevant metrics for assessment related to practice. Key indicators relate to items such as salaries, hiring patterns, economic forecasts, hardware/software developments, and technological innovation. In addition - trends shaping the design profession, practice techniques and patterns, and emerging professional demography as graduates migrate into various career paths both locally and globally are identified. Sources for these data are intended to be from professional and government organizations and groups, conference presentations, and professional publications; and assist in informing the long-range direction of the program.

Supervisor/Mentor/Professors of Practice Roundtable - This diverse group is an excellent resource and critical assessment unit to review and comment on the program's ongoing evaluation, growth, success, value to the profession and future direction. This also includes such topics as course value, co-op, and global study choices. Beginning last year, we included a recent graduate as a part of the Roundtable. Members of the Roundtable are regularly involved as guest lecturers, critics, and visitors for informal discussions. The Roundtable convenes biennially and works toward continual and routine program improvement and refinement.

Mentor Matching Program (MMP). During each year all incoming students meet with volunteer mentors through an interactive interview session. Following these "speed mentoring interviews", students are matched with an outside practitioner who serves as a professional guide to assist the student with her or his academic pursuits. The MMP creates – both formally and informally – a strong, more personalized link between the profession and students.

Thesis Committee. Constituted of a program faculty and occasionally an outside professional or other RIT member, the thesis committee advises students throughout the thesis process and the final thesis evaluation.

Professional Juries/Invited Critics. Each semester, multiple professional juries involve practitioners in the field who have volunteered to critique student projects. While this practice is a convention of architecture education, it is a deliberate and focused intention to reinforce our integrated learning process.

Alumnae/i Input – Regular and routine contact with our alumnae/i as they contribute to the profession and acquire leadership roles is now an ongoing and growing element of involvement. This includes

routinely inviting them to crits and events, participation in our end of year retreats, and mentor/supervisor events. During our upcoming year, we intend to showcase our alumnae/i in our archiTALK(s) series to celebrate their contributions to the profession as emerging professionals.

The following conceptual assessment chart and flow diagrams summarize the iterative process of curricular assessment and development.

Party: Membership	Role and Responsibility
Architecture Program Advisory Council: predominantly local and national professionals in leadership positions	Oversight of the program to guide, advise, review, and inform primarily from the perspective of the current state of the profession and its future.
Supervisor/Mentor/Professors of Practice Roundtable: membership varies	A more immediately and readily available group of practitioners ranging from recent graduates to mid-career local professionals. This group is asked to respond to practice trends and includes items such as: programmatic items, co-op, use of current technology, office practice methods, etc.
Mentor Matching Program: membership varies from year to year	This group exists primarily to enrich the experience of our students however gathering them to share their collective perspective on student progress is invaluable.
Thesis Committee: the faculty of the department	To manage the thesis process.
Professional Juries and Invited Critics: varies by year and by course	To bring outside perspective into the studio courses.
Alumnae/i: ongoing	To bring the unique perspective of assessing what they learned in the program and how well it has prepared them for, and ability to contribute to practice.
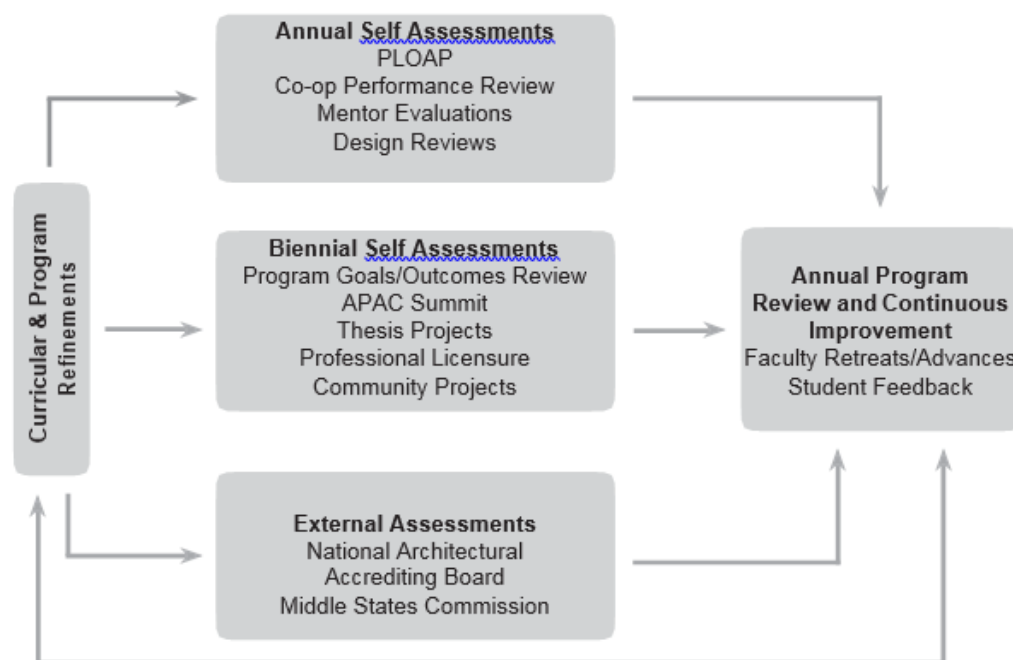
Curricular Assessment and Development Flow Diagram

Section 2. Progress Since the Previous Visit

Progress since the last visit has been ongoing and widely directed to both the program growth and development, but also deliberately focused on the various conditions not met and causes of concern noted in the 2017 VTR. These VTR narratives are discussed in detail below, offering a full overview of how we have addressed and taken action on "Conditions Not Met" in the 2017 VTR.

2017 Team Assessment: Conditions Not Met

**II.4.1 – Statement on NAAB-Accredited Degrees****:** _All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, Appendix 1, in catalogs and promotional media._

**2017 Team Assessment:** _The exact language is used in the program's web site, and in a brochure with the program's information. It was not found in the 2016-2017 Graduate Course Descriptions Catalog and in some promotional materials:_

> **Progress Since the October, 2017 Visit:** We believe the visiting team may have been referring to the Graduate Bulletin and not the Graduate Course Descriptions Catalog. In consultation with the university, we were informed that the Graduate Course Descriptions Catalog is only for synoptic course information, and accreditation information is not used or included. However, in the Graduate Bulletin (https://www.rit.edu/marketing/sites/rit.edu.marketing/files/docs/pdfs/Graduate_Bulletin.pdf), we did find that descriptive language was not directly included and have taken steps to remedy this with its new website bulletin. Appropriate language is now found in this catalog. In addition, the Office of Graduate Studies website links directly to Master of Architecture information (see https://www.rit.edu/emcs/ptgrad and https://www.rit.edu/admissions/graduate), and information on Accreditation is included here. We are routinely examining all university program material, including information located in the Office of Graduate Studies, the Graduate Bulletin, and Career Services; and various GIS and department promotional material, to be certain there is uniform, consistent and accurate and accurate NAAB Accredited Degree Statement information across all appropriate platforms.

**A.6 – Use of Precedents**: _Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects._

**2017 Team Assessment:** _The criterion is not met. Some evidence of student achievement at the prescribed level was found in student work prepared for ARCH 731 Architectural Studio I: Site, ARCH 733 Architectural Studio III: Adaptive, and ARCH 751 Architectural Theory. Evidence to support the students' understanding of "examining and comprehending fundamental principles" was found in the theoretical analysis of architectural projects work for ARCH 751. At an urban scale, evidence demonstrating ability to "examine and comprehend fundamental principles" derived from precedent analysis of urban form was found. But no explicit evidence was found of "making informed choices" on the design of these urban projects. Work for ARCH 733 includes limited analysis of existing buildings for reuse. Additional materials were provided upon the team's request. Evidence demonstrating ability to examine, comprehend and apply the principles was found in the ARCH 731 project "Meditation Center" generated this semester (fall 2017). By itself this work does not constitute sufficient evidence. Therefore, the team concludes that given the evidence collected in the team room, work produced by students in the period between the previous 2015 candidacy visit and this initial accreditation visit does not offer substantial evidence demonstrating ability to fulfill this criterion._

> **Progress Since the October, 2017 Visit:** Since the last visit we have continued to explore, develop and implement ways in which the use of precedents is an uninterrupted and recurrent theme throughout our program, and to underscore the use of precedents as an essential

element in design decision making. Specifically, our approach is to provide students with a balanced underline introduction to precedents in ARCH-731 Architectural Studio I: Site, and then allow them to master the criterion in the subsequent two studios (ARCH-733 and ARCH-734). Precedents are introduced as well in ARCH-641 Fundamentals of Building Systems and covered in a more analytical way in ARCH-761 Architectural Theory.

ARCH-641 Fundamentals of Building Systems. We have added additional focus on precedents in various lectures. This includes specific referencing to historic precedents in lectures on environmentally responsive buildings and natural/passive systems, and how other species adapt by applying their own natural order and principles for adaptation. (Introduction)

ARCH-731 Architectural Studio I: Site. Students are given formal instruction on the use of precedent and case studies and are taught the difference between the two. They are required to incorporate such studies into their pre-design analysis and demonstrate their influence in the final schematic design presentations. (Introduction)

ARCH-734 Architectural Studio II: Urban. Precedent studies were used throughout 2018 and 2019 to study both process and buildings. Students created a Nolli map, a figure-ground representation of existing interior and exterior urban spaces and their relationships, and on existing large urban areas, such as New York City and London, before utilizing this technique for a project based in Rochester. They also studied through precedent multilayer buildings designed by famous architects before deciding what to apply to their own sustainable urban project within the Rochester context. (Mastery)

ARCH-733 Architectural Studio III: Adaptive. Due to the unique nature of the Adaptive Reuse studio course, students are required to perform three (3) different kinds of precedent research; 1. Precedent research of the original building type and use, 2. Precedent research for the proposed building use, ideally a similar project where a building has been adaptively reused, and 3. Precedent research of new construction for the proposed building use. In all cases, students analyze precedent and document the following, but not limited to: site location and building orientation, architectural character/style, public and private spaces, spatial relationships, detail connections of new to existing, and how to identify the new construction within a historic structure. (Mastery)

B.6 – Environmental Systems Environmental Systems: *Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.*

2017 Team Assessment: *The criterion is not met. Evidence of student achievement at the prescribed level was found in the areas of environmental systems design, including active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics. **Evidence was not found, however, in the area of geographic diversity**. Evidence was found supporting understanding of different climates and different design techniques, but there was not clear evidence of the application of those techniques in making design decisions. Evidence of ability to reconcile climate needs with design has been shown for the Rochester area, but there is **no evidence of application of the ability to accommodate other climate factors in functional design decisions in more diverse geographic climates beyond Rochester's immediate region.***

Progress Since the October, 2017 Visit: Our particular focus with B.6 has routinely been in the area of both understanding and further reconciling site physiognomy and climate characteristics in diverse geographic regions. Our integrated curriculum allowed us to reinforce this criterion between and among the studio and technical courses described below.

<u>ARCH 641 Fundamentals of Building Systems</u>. Immediately following the site visit, we began a new assignment that "pairs" opposing climates and to document and assess the assets/liabilities and similarities/differences of each. (Introduction)

<u>ARCH-731 Architectural Studio I: Site</u>. We began offering a design project with an identical program, but with differing sites/regions to examine, assess, evaluate and reconcile. (Introduction)

<u>ARCH-632 Architecture Design II</u>. The project in this studio previously used a single site outside the Rochester area. Now, all students are using a similar building program and take into account the unique locations, context, and climate and make informed decisions that will affect building envelope and massing, and the differences across projects are discussed and evaluated. The ability to discern and make informed design choices that are influenced by geographic nuances have continued and been reinforced. (Mastery)

<u>ARCH-744 Integrated Building Systems IV</u>. An assignment has been restructured from microclimate variation and subsequent active and passive system studies and broadened to include greater and differentiating regional climates. For example, a new residence on an existing foundation in locations other than WNY was explored, providing a diversity of locations (Saudi Arabia, Australia, Japan, Texas, North Dakota). In addition, a renovation of an existing building in Phoenix, Arizona was examined and analyzed. (Mastery)

<u>ARCH-763 Sustainable Building Metrics</u>. An assignment was introduced to understand the nuances of solar geometry and daylighting at different latitudes. (Mastery)

Section 3.   Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

RIT has had little difficulty in attracting the personnel necessary to establish and maintain this architecture program (https://www.rit.edu/overview/rankings-and-recognition). Faculty co-locate on search committees within the university, with our faculty serving on search committees in other departments, and faculty from other departments serving on our committees.

In the 2017 edition, RIT was recognized as a top-tier national university for the first time in the 34-year history of U.S. News & World Report rankings. The change is a result of the university's reclassification as a "doctoral university" this year due to its rapid increase in research and Ph.D. graduates. (http://www.rit.edu/news/story.php?id=56877)

Recently, RIT was listed in *Princeton Review*'s "Best 381 Colleges" and "Best Northeastern Colleges" Included in *The Princeton Review*'s "Guide to 353 Green Colleges: 2015 Edition" (five consecutive years).

RIT was also recognized for being one of the nation's best colleges for students seeking a superb education with great career preparation and at an affordable price (2016 edition: *Colleges That Pay You Back: The 200 Schools That Give You the Best Bang for Your Tuition Buck).*

RIT is often recognized by The Chronicle of Higher Education on the publication's 2012 list of "Great Colleges to Work." It was also recognized as a great workplace by the publication in 2008, 2009, and 2011. RIT's reputation as an innovative, contemporary institution seems to have reached all sectors of the higher education landscape.

Since the last site visit, courses continue to be taught by three full time architecture faculty, three full time GIS/Sustainability faculty, and adjuncts (Professors of Practice). This faculty profile remains as the core for our program and is in line with the original budget model established at the program launch in 2011. As the program continues to mature, we expect to add an additional full time faculty line, replacing some of our adjunct faculty positions. This is also in keeping with the original budget model.

Faculty-Course Matrix

A Faculty-Course Matrix is included in Section 4.

Faculty Resumés

Resumés for faculty teaching in the program during the last three years are included in Section 4.

Recent accolades for some faculty over the last few years include:

AIA Rochester Medal of Distinction
AIA Buffalo/WNY Louise Bethune Award for Lifetime Distinguished Service
Blue Ribbon Committee on Diversity Task Force, University of Notre Dame
RIT Faculty Scholar Recognition
Eisenhart Outstanding Teaching Award Nomination
Provost Outstanding Faculty Mentoring Award Nomination

EEO/AA for Faculty, staff, and students

RIT and the Master of Architecture program are fully committed to equality and diversity as previously discussed in Section I.1.3. These are further outlined in the following policies, with additional information referenced in Section 4.

https://www.rit.edu/academicaffairs/policiesmanual/e011
https://www.rit.edu/emcs/seo/?/employers/handbook

Additional Diversity Initiatives

RIT maintains a well-conceived and dedicated agenda regarding diversity and inclusiveness of its faculty, staff, and students. The Strategic Plan continues to set ambitious goals for ALANA (African American, Latino/Hispanic, Asian/Pacific Islander, or Native American) representation among these groups.

RIT's Office of Faculty Recruitment provides comprehensive services to ensure the greatest possibility of hiring diverse faculty and professional staff. The success of this office and its "Future Faculty" program has been cited in the *Chronicle of Higher Education.* The Office of Faculty Recruitment website is noted below.

https://www.rit.edu/academicaffairs/facultyrecruitment/faculty_program.php

RIT's Chief Diversity Officer and the Office of Diversity and Inclusion has developed several programs that recognize and celebrate diversity, including a Global Leadership Certificate program and Partners in Pluralism, all to foster living, learning, and working environments that support and incorporate principles of equity, diversity, inclusion, and community.

Human Resource Development (Professional Development)

RIT's focus on emerging technologies places a premium on faculty currency. RIT's policies on promotion, tenure, and annual review all include expectations for research and scholarship: "All tenured and tenure-track RIT faculty must be actively participating in the scholarship of their disciplines." (https://www.rit.edu/academicaffairs/policiesmanual/e040)

The Golisano Institute for Sustainability and the Department of Architecture have dedicated professional development funds available to faculty for travel to professional conferences and other activities demonstrably contributing to individual scholarship, development, research and creative exploration. Each year, faculty are offered support for professional development by offsetting professional membership fees, or attending conferences or other professional development events. Additionally, support is provided when papers are presented at conferences where additional funding may become necessary.

A number of internal programs and grants exist to support faculty in their research and scholarship. These include faculty leaves for professional/career development (sabbaticals), the Provost's Learning Innovation Grant (PLIG) for faculty projects, the Provost's Cultural Diversity Grant, Interactive Learning Grants, the Ronald D. Dodge Memorial Endowment Fund Faculty Grant, Faculty Evaluation and Development Grants, and the FYE/NTID Extracurricular Opportunity Grant.

RIT's Teaching and Learning Center (TLC) in the Innovative Learning Institute (ILI) is charged with promoting and supporting student learning through faculty development and teaching excellence. The TLC supports faculty's disciplinary currency through a number of initiatives and resources, including the Center for Professional Development. Additionally, the Wallace Center is the hub for research and information exchange, housing traditional and digital research materials. The Wallace Center is best described as a high technology, multimedia resource center offering access to a vast array of information resources as well as a place for the RIT community to gather, talk, connect, and explore new ideas.

The TLC also serves as a clearinghouse for information about college teaching and student learning, an advocate for effective teaching, and a provider of programs and services. Services include individual consultation, classroom observation, classroom videotaping, a teaching learning website, informal classroom assessment techniques, formative feedback, small group instructional diagnosis, the Faculty Institute on Teaching, Learning and Technology, experienced faculty workshops, and departmental workshops.

Over the last two academic years, all faculty members have continued to engage in a variety of scholarly and professional activities, locally, nationally, and internationally, including planned projects and events. A summary of some of the various activities, scholarship and events includes the following:

AIA National Convention
AIA New York State Convention
AIA Rochester, various multiple activities
Congress for the New Urbanism
Landmark Society New York State Conference
Community Design Center Rochester (CDCR), various multiple activities
Fifth International Conference on the Constructed Environment
NCARB AXP Licensing Advisors Summit
NCARB Grant (submitted)
ACSA Administrator's Conference

The Malmö University - RIT Partnership - both at RIT and in Malmö, Sweden Faculty/Student Exchange

BAU (Istanbul) – RIT Architecture Partnership (ongoing development)

SUNY Delhi Study Abroad Program

SAI Faculty Fellowship Program (planned)

Eight Gulf Research Meeting (GRM), Cambridge, UK

Scholarship of Engagement Symposium

Cross Disciplinary Conference Urban Spaces, University of Florence

Building Local Capacity for STEM-Based Innovation; Genesee Country Village and Museum Partnership (planned collaborative partnership)

RIT Consortium for Civic Engagement, Assessment, and Training (C2EAT) (planned collaborative partnership)

Provost Learning and Innovation Grant (PLIG) (2 awarded)

Master of City Sciences Program faculty teaching, Dubai, UAE

Editorial Board member of Aurum Journal Editorial Board

Editorial Board member of Megaron e-journal

NY State Concrete Masonry Association, various multiple events

PCA/ACA National Conference

Faculty Appointment, Promotion, and Tenure

RIT provides a complete set of policies on faculty appointments, promotion and tenure. These are identified below and also included in Section 4. Supplemental Material.

Faculty employment:	https://www.rit.edu/academicaffairs/policiesmanual/e040
Tenure policy:	https://www.rit.edu/academicaffairs/policiesmanual/e050
Faculty rank:	https://www.rit.edu/academicaffairs/policiesmanual/e060

I.2.2   Physical Resources

General Description

The RIT Master of Architecture program's facilities are well tailored to effectively deliver the program. GIS maintains key studio and support space for the program as well as individual departmental and administrative offices. These core facilities are provided in Louise Slaughter Hall and in GIS' Sustainability Institute Hall. In addition, many facilities needed by the program continue to be available through the extensive existing physical resources of RIT, presently totaling over 6 million gross square feet of academic, common, and residential space.

The Architecture program's primary dedicated studio spaces are in the existing Louse Slaughter Hall building (157,000 g.s.f.). At the program launch in 2011, RIT renovated the current Bay 3 into studio and classroom/support space for the program. Bay 3 is clear-span, high bay space that is inherently flexible and architecturally interesting. The renovation added exterior fenestration to take advantage of the height and flexibility of the relatively new, but industrial-type, steel structure. The space available in Bay 3 totals approximately 7, 750 s.f. In addition, Slaughter Hall has nine seminar/conference rooms totaling 8,185 s.f., which are available for architecture program events, studio reviews, seminars, etc. In 2013, two additional areas were upgraded for studio use. This includes Slaughter 1220 totaling approximately 2,600 s.f. and Slaughter 2200 totaling approximately 1,650 s.f..

Each studio provides dedicated student work stations of approximately 50 - 80 s.f. per student with drafting desks, work tables, shelving and storage as well as power and data connections.

The Department of Architecture administrative offices, totaling approximately 2,350 s.f., are located in the GIS building. Full time faculty each has dedicated office space, and adjunct faculty share open office cubicles. GIS' Sustainability Institute Hall is a LEED Platinum, high-performance facility. As a living learning laboratory, this state of the art sustainable building totals nearly 81,000 s.f. and includes offices, classrooms, computing facilities, an auditorium, display and galleria areas. All faculty members have full use of these spaces for scholarship, teaching, and service activities. The Sustainable Building Materials Lab (SBML) is one of several labs and has regular usage with architecture students. Along with multiple hand held environmental measuring and testing devices, it includes a backup plotter, wind tunnel, and

environmental chamber. Plotters, scanners, a laser cutter and heliodon are located in Bay 3. Additional 3D plotters are located in GIS and throughout campus for student use.

Presently, assigned architecture program spaces totals approximately 15,700 s.f. This is in addition to its shared and additional support use throughout Slaughter, GIS, and CAD. As COVID-19 impacted spatial usage throughout the university, several new standards were implemented. This included occupancy limits, social distancing criteria and sanitizing protocol. This has had minimal effect on our programmed space and overall usability.

The Master of Architecture program spaces are summarized below.

Master of Architecture Program Spaces

Bay 3 Studio and support areas	7,750 s.f.
Slaughter 1220 Studio	2,600 s.f.
Slaughter 2200 Studio	1,650 s.f.
GIS Sustainable Building Materials Lab (SBML)	1,350 s.f.
Department of Architecture Suite	2,350 s.f.
TOTAL	15,700 s.f.

Included in Section 4. Supplemental Material are plans and images for a variety of the Master of Architecture program facilities mentioned above.

Shop Space

The Master of Architecture program shares usage of the "3D Shop" with the Interior and Industrial Design programs in CAD. This facility totals approximately 1,560 s.f. and has been an excellent resource for our students for small-scale fabrication work and has been sufficient to meet current needs. It includes tools for scale wood, metal and plaster work. However, as our program continues to grow - along with additional CAD needs - this shop resource has become increasingly confining. Because of this, we continue to monitor this resource requirement. We continue to explore additional fabrication space options, both throughout the university as a whole, and within overall GIS space allocation in particular. This will allow us to expand fabrication space as student enrollment grows. Concurrent with examining alternatives, we have included this as a budget item during RIT's university-wide budget hearings. With the onset of RIT's *Greatness through Difference Strategic Plan*, an institute wide capital campaign has been initiated to align with several dimensions of RIT's strategic priorities. While RIT is prioritizing its foci in a capital campaign, GIS is also identifying key areas for capital campaign development. One of these areas includes a campaign for an exclusive fabrication shop facility. This is being spearheaded by the Director of GIS, Dr. Nabil Nasr.

Institutional Space

University wide, a breakdown in general physical space is listed below.

Classrooms. Various programs routinely rely on RIT's existing classroom inventory to supply general teaching spaces, auditoria, and seminar spaces as needed and through central scheduling.

Galleries. Major exhibits can be housed in either the Vignelli Design Study Center Gallery (approximately 6,885 s.f.) The Dyer Arts Center (5,750 s.f.), or the Bevier Gallery (3,500 s.f.). Routine pin-up space and critique areas are provided for in the program's own assigned spaces.

Library. Library resources are housed primarily in RIT's Wallace Library (146,254 g.s.f.) as described in I.2.4. In addition, we have included a reading/library resource area within the Slaughter Bay 3 space.

Labs. RIT has many open computer labs and engineering testing facilities that may be used for materials testing, mock-up fabrication, and other probable needs of the Architecture program. In addition, the Architecture program has a dedicated Sustainable Building Material Lab (SBML) located in GIS (previously identified above).

Computing Resources

RIT is consistently ranked as one of the most "wired" campuses in the United States, and the university prides itself as being a leader in IT resources. RIT presently has 8 computer workstations in the primary studio space (Bay 3), as well as having access to two existing computer graphics labs in the College of

Art and Design. Software includes such tools as Revit, SketchUp, Formit 360, Rhino, Maxwell, ArchiCAD, Vasari, UrbanFootprint, the entire Autodesk suite, the Adobe Creative Suite, ArcGIS, Means Cost Data, Microsoft Office suite, a variety of scientific sustainability applications, and numerous miscellaneous applications and plug-ins.

In Sustainability Institute Hall, the Decision Theater is fully equipped with 32 workstations for continuous access to all GIS students in both the Sustainability and Architecture departments.

I.2.3 Financial Resources

RIT provides all programs an initial "permanent budget" based on the needs of the program and the institutional funding available. For the Master of Architecture program, this budget was established when the program was launched in 2011. The permanent budget is carried forward from year to year. Annually, the institution has a budgeting process where all programs develop a list of funding needs, categorized as either permanent or one-time, for the following academic year. The requests are presented to the Budget Committee by the program Dean/Director during the budget hearing process. The Budget Committee reviews all institutional requests and approves an allocation for the items that will be funded in each program. Budget allocations are based on the institutional funding available. Institutional funding available is based on the original budget model established when the program was launched in 2011.

The Master of Architecture program has control over all direct expense categories based on the budget allocation and development funds available. This includes salary, lab supplies, hardware/software, equipment, membership, student recruitment/marketing, travel, student support, tuition assistance and staff development. The program also has control over generating development funds and how they are best utilized to support the students in the most effective way.

The program has multiple fellowship, scholarship and general gifts funds that are used annually to provide tuition support in addition to the funding available from the university for tuition assistance. To date, the program has generated over $250,000 in support from outside contributions. The program also has a separate funding line to assist faculty development for new faculty, and continues up to the time of tenure review.

At this time there are no anticipated reductions in funding expected as the permanent budget rolls from year to year. Increases in funding are based on the university's annual budgeting process, and increases in funding for salaries are expected during the annual merit increase process. No other funding increases are expected for the current academic year or foreseeable future. As has been reported in previous APR's and during site visits, the program has the financial resources necessary for the program to be successful, and the upper administration has been very supportive to assure the success of the program. There are no changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and the funding model used by RIT is expected remain much the same in the coming years. Given the COVID-19 pandemic, RIT has undertaken a precautionary position on expenses and spending. Currently unnecessary travel and out-of-ordinary purchases are restricted and require senior leadership approval. While this requires additional prudence regarding expenditures, full time and adjunct and faculty lines remain intact, and essential purchases are permitted.

I.2.4 Information Resources

RIT Libraries' resources address the curricular needs of all programs within the nine RIT colleges, including the Master of Architecture program. In recent years, RIT Libraries has adopted a flexible budget model to account for increases in electronic resources, while allowing book-based disciplines such as those in the Master of Architecture program to be adequately supported.

Services - Hours of Operation

During the academic year, RIT Libraries is open 125 of the possible 168 hours in a week. When classes are in session, RIT Libraries is open more hours than any other service point on the RIT campus. Normal library hours are extended during the final examination period and shortened during break periods.

Convenient Access through Library Catalog

The entire library collection is catalogued and accessible through the library's web-accessible catalog (https://albert.rit.edu/). The catalog is integrated with the library's circulation and acquisitions systems, all products of Innovative Interfaces. The catalog is accessible through all computers in the library in and via the library's wireless network as well as to on-site and off-site RIT users via the web, 24 hours a day, seven days week. Access to all journal titles, both print and electronic, can be accurately determined by searching the interface Journals@ RIT. In addition, the above-mentioned approximately 250 databases, including all art and design-specific databases, are available 24/7 from the library's Database finder. Summon, a discovery tool, allows users to simultaneously search all library holdings - articles, books, journals, databases and media - providing unprecedented access to the collections.

Staff

RIT Libraries staff is comprised of 57 total staff members with 32 professional positions. Staff members from the acquisitions, cataloging, circulation, and interlibrary loan departments play an important role in supporting the architecture program.

RIT Libraries has a librarian solely devoted to the architecture program and to the College of Art and Design (CAD). This is a professional position requiring a master's degree in library or information science and extensive knowledge through education or experience in the visual arts. Kari Horowicz, the current CAD librarian has a BA in art history from the University of Rochester and an MS in library service from Columbia University. She has been working professionally in art and architecture libraries for more than 20 years. In addition to the librarian devoted to the architecture program, the students and faculty have the additional expertise of the Engineering Librarian who also serves the Sustainability programs in the Golisano Institute for Sustainability.

RIT Libraries also has a media/reserve specialist who maintains the media collections. Romea Montanaro serves as the media/reserve specialist and is responsible for purchasing media for classroom use, monitoring the media budget and maintaining both physical and electronic reserves. Romea has been working with the media collections for 22 years.

Facilities

The Wallace Center of the Rochester Institute of Technology houses the RIT Libraries (Wallace Library, Cary Collection, RIT Archives). The Wallace Center is a separate and centrally located building on the RIT campus. In addition, the library web page, catalog, and all of the databases are available 24 hours a day/7 days a week, providing complete access to the collections. The media collection is part of the reserve collection, and all computers have DVD drives for watching media.

The architecture and sustainability collections are integrated into the general library collections. With the exception of the materials housed in special collections areas (RIT Archives and Cary Graphic Arts Collection), all items may be brought to any location within the building for examination. All books in the circulating collection can be checked out. The five-level Wallace Center encompasses a total of 130,000 square feet. It has 1,009 seats that provide a variety of study situations, including enclosed individual carrels, open study tables, and 27 rooms of various sizes for group and individual use. In addition, the building's 184 windows provide natural light for patrons.

In the summer of 2013, the first floor of the library underwent a physical transformation to provide a more modern space for collaborative learning. The seating area capacity on the first floor was increased by 40%, and the renovated area reflects student input. The themes of discovery, community, scholarship, and technology were based on students' interactions on how they view the library today. To enhance students' academic learning, a laptop "bar" was installed as well as a new Mediascape collaboration station that allows students to work together on projects and assignments by sharing what is on their laptop screens via a large flat-screen display.

Computers are available in the library in computer labs, quiet alcoves on the upper floors and for loan at the Circulation Desk with the following breakdown:

Technology Area (1st floor)	36 Windows-based computers with dual monitors
VIA Teach (2nd floor)	30 Windows-based computers + instructor station
VIA Computer Area (2nd floor)	23 Windows-based computers; 8 Macs

Biblab (3rd floor)	25 Windows-based computers
Various Alcoves (3rd/4th floor)	9 Windows-based computers
Lending Laptops (Circulation Desk)	38 Windows-based computers + 10 MacBook Pro laptops

The library has three, color copiers with scanning capabilities along with three scanners and a microfilm reader/scanner/printer.

Four gallery spaces exist in the RIT Libraries: 1.) RIT Museum and Exhibit Space (3rd floor); 2.) Cary Graphic Arts Exhibit Space (2nd floor); 3.) The Gladys Taylor Gallery (1st floor); and 4.) the Sunken Gallery (2nd floor). While three of the spaces are primarily devoted to visual material in the special collections, the sunken gallery space is used by architecture students and faculty for exhibition of individual work or class projects. Since the building is centrally located on campus this affords other disciplines to be able to view and respond to the architecture students' work.

RIT Libraries continues to strategically develop information resources in architecture and sustainability. Titles serving the architecture and sustainability programs have grown to over 247,000. The subject scope of the architecture and sustainability collection includes all aspects of the history, theory, and contemporary and historical practice. Materials in all formats are collected, including books (print and electronic), images, digital images, periodicals (print and electronic), audio and DVD recordings and electronic access to text, image, and video databases.

The library maintains access to critical architecture and sustainability databases including, but not limited to, *Avery Index to Architectural Periodicals*, *ARTstor*, *Building Green*, *Environmental Science and Pollution Management* (Proquest), *GreenFILE*, *JSTOR*, *Sustainability Science Abstracts* (Proquest), and *PAIS International* (Proquest).

Along with this, the ConnectNY library consortium continues to grow and expand, and is becoming increasingly popular among students. The Connect NY program, initially funded by the Andrew Mellon Foundation has been in existence since 2003, and provides unprecedented access to monographs quickly and easily for RIT students and faculty. ConnectNY libraries included the following libraries with strong architecture holdings – Rennselaer Polytechnic Institute, St. Lawrence, Colgate and Pace University and Pratt Institute. In addition to ConnectNY, RIT Libraries has a robust Interlibrary Loan system allowing architecture students and faculty access to an unprecedented variety of resources.

Since 2014, the RIT Libraries has implemented a strong patron driven acquisition model within their Interlibrary Loan system whereby any student, faculty or staff member can select **purchase** as an option instead of borrow within the Interlibrary Loan system.

RIT Libraries continues to strive to provide and sustain a vibrant, growing collection to support the program in architecture. RIT Libraries staff is dedicated to supporting GIS and architecture needs, and strives to provide a vibrant, growing collection to support the program in architecture. This includes the following initiatives:

- Targeted Collection Development with Faculty and Students – monthly emails to faculty and students for their requests and research interests;

- Working with faculty to create assignments for students to actually use the print journal collection, particularly 1st year students;

- Exploring the possibility of circulating architecture journals; and

- Taking "Bookmobile" twice a semester with new books to Sustainability Institute/Slaughter Hall for ease of access and checkout.

In support of the Investigative Skills (SPC A.3), first-year architecture students are shown the information literacy tool developed by the library called LIV@RIT. LIV@ RIT is intended to help students maximize their ability to effectively use the RIT Libraries information resources and the World Wide Web (http://library.rit.edu/liv/).

LIV@ RIT is also included on the Information Guide for Architecture (http://infoguides.rit.edu/arch) along with a recently developed website on Academic Integrity (http://www.rit.edu/twc/academicintegrity/).

1.2.5 Administrative Structure and Governance

Administrative Structure of Program and Home Units

Program

The major academic unit at RIT is the college, and GIS is formally considered equivalent to a college equal to the nine other colleges within the institute. Colleges contain both academic departments and academic programs. Sometimes programs are in departments, and sometimes they are freestanding. Programs are led by chairs and departments by heads, who are responsible for evaluating faculty, managing the budget, and maintaining the highest academic standards for program delivery. Some programs also have associate chairs or coordinators, who normally perform administrative tasks related to students and oversee student advising.

The Master of Architecture program in the Department of Architecture is led by the department head. The head's responsibilities include supervising all faculty and staff (including annual evaluations); making final decisions about faculty and staff hiring; program oversight; accreditation supervision; budget management; coordinating development for fundraising; and facilitating and directing the program's growth and vision.

Because the Master of Architecture program is jointly under the Golisano Institute for Sustainability and the College of Art and Design (CAD), the head engages with both the GIS director *and* the CAD dean, while the program is administratively housed and financially structured within GIS. This unusual relationship bears some explanation. First, those full-time faculty who have taught during its first year were tenured in CAD, thus it made sense to begin with a strong tie to their college. Second, the discipline of architecture is closely related to the design-based programs in CAD, and the Vignelli Center for Design Studies, which is also closely associated with the architecture program, resides in CAD. At the same time, the focus on architectural sustainability is arguably the most unique and marketable feature of the program—a feature that is inextricably reflected by a formal relationship with GIS. The original program development committee, the provost, and the president strongly believed that the best way for the program to continue to launch, grow, and develop into its unique identity was to maintain its connection to both high-profile units through this arrangement.

GIS Administrative Structure

The Golisano Institute for Sustainability is led by the Director and Associate Provost (one person, Dr. Nabil Nasr.). Dr. Nasr sits on the Dean's Council to represent GIS. All research faculty report to the director, as do the department heads – both Architecture and Sustainability – GIS' sister department. Currently, the Department of Sustainability has one Ph.D. program in Sustainability and a Master of Science program in Sustainable Systems. In addition to the Dean's Council, an Associate Deans Cabinet complements the upper administrative structure. GIS has representation on the Associate Deans Cabinet with the Master of Architecture program head serving in this role.

GIS has its own tenure and promotion committees. Both the architecture and sustainability departments convene their own curriculum and admission committees that meet regularly for the development of the program and courses. The Master of Architecture on campus program and curriculum was approved by the New York State Education Department (NYSED) in 2011. The online Master of Architecture track was approved by NYSED in August of 2020.

CAD Administrative Structure

The College of Art and Design (CAD) is led by a dean, to whom that college's department chairs and many administrative and professional staff report. Some of the departments in CAD exist within a school; in these situations, the school chair reports to the dean and the department chair to the school chair.

Academic Affairs Administrative Structure

RIT's nine deans (along with the Dean of Graduate Education - Office of Graduate Studies) and the GIS Director report directly to the Provost and Senior Vice President for Academic Affairs, who reports to the President. The chart on the following page indicates how the department of architecture head and program faculty fit into this arrangement.

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                    ┌─────────────────┐
                    │ Provost & Senior│
                    │ Vice President  │
                    │  for Academic   │
                    │     Affairs     │
                    └─────────────────┘
```
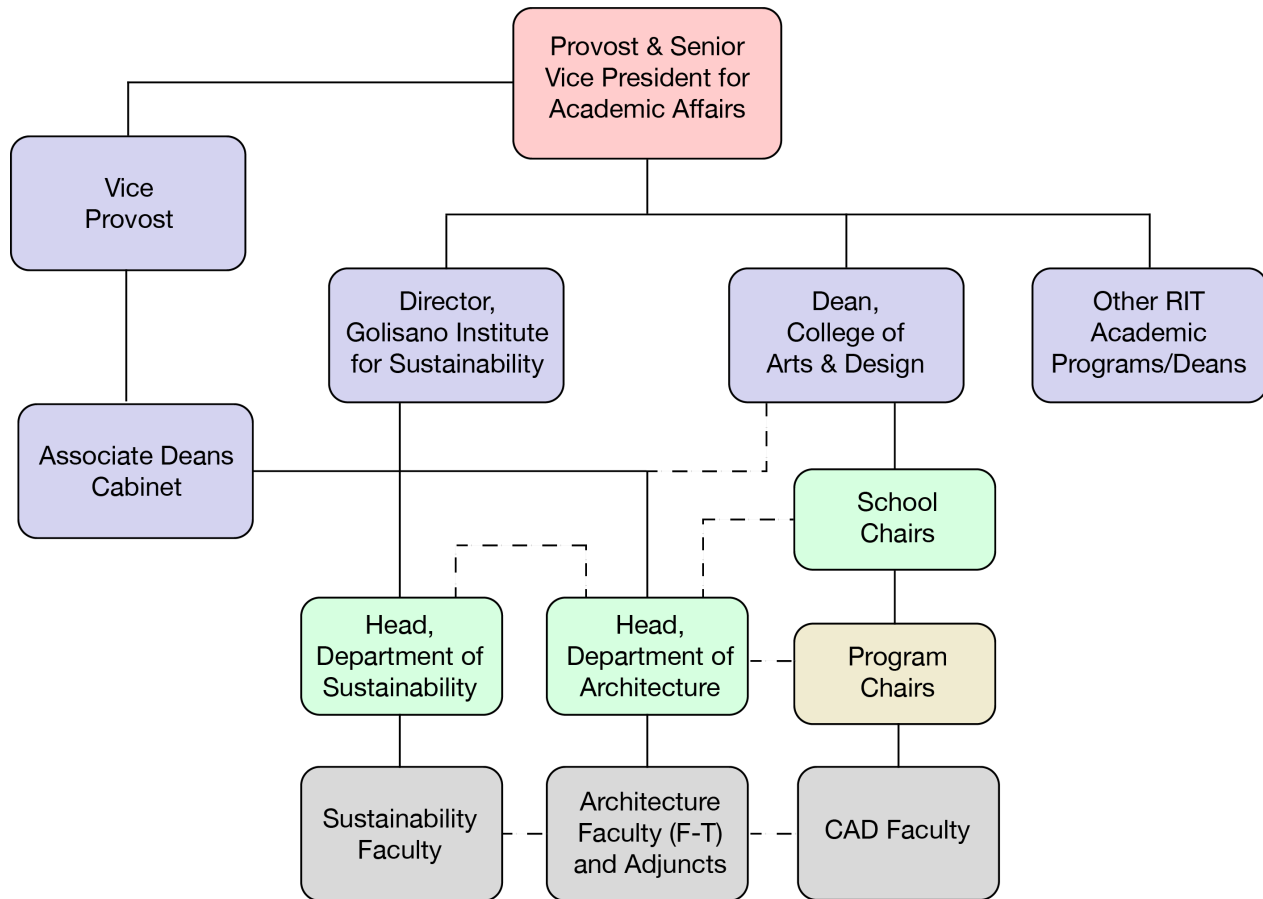
Academic Affairs Administrative Structure

Governance Opportunities

Architecture students are represented in student government through the Office of Graduate Studies and the Student Association, which is constituted of students elected from a range of graduate programs. Program student leadership meets with the department head at least once each term to discuss program progress, and student agenda items.

In 2013, the Academic Senate voted to include the Golisano Institute for Sustainability (GIS) in the charter and with all policies where "colleges" are referred to and referenced. As such, GIS has direct faculty representation in all faculty governance and on university wide committees, and multiple sub-committees and task groups. A table identifying university wide committee assignments is referenced in Section 4.

Degree programs offered in home units

CAD degree programs

CAD offers a number of degree programs at the BS, BFA, MS, and MFA level. See the college website for a complete listing (https://www.rit.edu/artdesign/).

GIS degree programs

In addition to the Master of Architecture, GIS offers a Ph.D. program in Sustainability and an M.S. in Sustainable Systems (http://www.rit.edu/gis/).

II.1.1 Student Performance Criteria

The vision, program goals, and learning objectives of this program have been outlined in Section I.1.6, Program Self-Assessment. The singular Master of Architecture offering emphasizes sustainability, urbanism, technology and integration. All full course outlines contain a list of the NAAB criteria applicable to the course, and are provided in Section 4. The SPC matrix that follows represents the coverage of performance criteria by each course offered in the curriculum.

Addressing Realm C in the program was a fairly straightforward endeavor because the curriculum was designed to be integrative. The three criteria of this realm fully cover the first three phases of architectural practice.

C.1 addresses the **programming & analysis** phase,
C.2 addresses the **project planning & design** phase, and
C.3 addresses the **project development & documentation** phase.

Research (SPC C.1) is introduced at the *understanding* level in several courses and then applied and reinforced in the design studios. The four core studio courses include the application of research, but the criterion is most robustly met in the Urban Studio given its focus.

SPCs C.2 and C.3 are addressed more integratively in the architectural studio sequence of courses (Site, Urban, and Adaptive). They build student skills in the **programming & analysis** and the **planning & design** phases of practice. All design related SPCs are addressed in these three courses that prepare students for the culminating ARCH 735 Architectural Studio IV: Integrative course.

The Fundamentals of and Integrated Building Systems (IBS) course sequence (ARCH 641 and ARCH 741/2/3/4) is literally a series of courses that integrates site, structure, building systems, and building services. Students complete term projects of increasing complexity that focus on the **development & documentation** phase of practice. Thus, over the two years leading up to the Integrative Studio course students are prepared on the technical execution of an architectural design.

The Integrative Studio course is where the design studio experience and the technical course experience converge. We are confident that by the time our students reach this course they possess all of the necessary skills to explore and synthesize a complete architectural solution and meet the requirements of C.2 and C.3.

Assessing student work is also relatively straightforward. Student learning outcomes for each course are directly related to SPCs and are the basis for selecting representative work. High pass examples are elementary – they are simply the best works of the entire class. Low pass examples require more scrutiny. As a general guide, a grade of "C" is considered low pass. While "D" is technically a passing grade, Institute policy does not recognize it as such for graduate work. Thus, "C" work is considered as a starting point. However, faculty cross-check work against course objectives to be certain that it represents a minimally acceptable outcome.

A Student Performance Criteria (SPC) Matrix is provided on the following page, and an enlarged and slightly expanded version of the SPC is included in Section 4. Supplemental Material for reference.

Student Performance Criteria Matrix

Rochester Institute of Technology

ARCHITECTURE

Legend
- ● = measurable
- ○ = introduced and/or reinforced

Level of accomplishment:
- U = Understanding
- A = Ability

Student performance criteria expected to have been met in baccalaureate program. Advanced stood students may be granted credit for A.1, A.4, and A.7, based on courses taken and skills demonstrated in portfolio.

Student performance criteria to be met in Master of Architecture program in the following courses.

Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
(U/A)	A	A	A	A	A	A	U	U	A	A	A	A	A	A	U	U	U	U	U	A	A	U	U	U	U	U
ARCH-611 Architectural Representation I	●																									
ARCH-612 Architectural Representation II	●				○																					
ARCH-621 Architectural History I					○		●	●				○							○							
ARCH-622 Architectural History II					○		●	●											○							
ARCH-631 Architectural Design I		○		●	●	○																				
ARCH-632 Architectural Design II		○		●	●	○																				
ARCH-641 Fundamentals of Building Systems				○					●	○			○	●	●	○	○	●								
ARCH-699 Co-op Architecture								○														○	○	○	○	●
ARCH-731 Architectural Studio I: Site		●	○		●	○			●	●	○								○	○	○					
ARCH-734 Architectural Studio II: Urban		●	○			●			●		○								●	○	○					
ARCH-733 Architectural Studio III: Adaptive		●	○			●			●		○								○	○	○					
ARCH-735 Architectural Studio IV: Integrative		○	○			○			○	●	●								○	●	●					
ARCH-741 Integrated Building Systems I											●	●	○							○	○					
ARCH-742 Integrated Building Systems II											●	○	●	○	○	●	●	●		○	○					
ARCH-743 Integrated Building Systems III											●	●	●	○	●	●	●	●		○	○					
ARCH-744 Integrated Building Systems IV											●	●		●		●	●	○								
ARCH-751 Architectural Theory	○		●			●		○			○	○						●	○	○	○					○
ARCH-752 Urban and Regional Planning							○	●			○								○			●				
ARCH-753 Research Seminar/Thesis Preparation	○																		●							
ARCH-761 Understanding Sustainability			○											○			○		○	●						
ARCH-762 Industrial Ecology Fundamentals			●											●	●	○			●							
ARCH-763 Sustainable Buildings Metrics			○		○																	○	○			
ARCH-771 Professional Practice	●																	●				●	●	●	●	●
ARCH-790 Thesis (and ARCH-791 Contin. of Thesis)	●		○		○	○													○							
Global Experience							○	○																		

II.2.1   Institutional Accreditation

The regional accreditation letter is provided in Section 4. Supplemental Materials of the APR.

II.2.2   Professional Degrees and Curriculum

The Master of Architecture program originally began in 2011 as a 147 quarter credit hour (QcH) three year full-time program. Beginning with the 2013-14 academic year RIT fully converted to a semester system and the program became a three and one half year, 105 semester credit hour (ScH) program.

The program curriculum masks are provided on the following two pages, and represent the current curriculum in its entirety. Course outlines are found in Section 4. Supplemental Material of this document.

RIT | **Golisano** Institute for Sustainability
Department of Architecture

Master of Architecture Curriculum Mask

STANDARD MASK
For students with undergraduate degrees not related to architecture.

FALL SEMESTER			SPRING SEMESTER		SUMMER
YEAR 1	ARCH-611 Architectural Representation I	3	ARCH-612 Architectural Representation II	3	ARCH-698 Global or ARCH-699 Co-op
	ARCH-621 Architectural History I	3	ARCH-622 Architectural History II	3	
	ARCH-631 Architectural Design I	6	ARCH-632 Architectural Design II	6	
	ARCH-761 Understanding Sustainability	3	ARCH-641 Fundamentals of Building Systems	3	
		15		15	
YEAR 2	ARCH-731 Architectural Studio I: Site	6	ARCH-734 Architectural Studio II: Urban	6	ARCH-698 Global or ARCH-699 Co-op
	ARCH-741 Integrated Building Systems I	3	ARCH-742 Integrated Building Systems II	3	
	ARCH-751 Architectural Theory	3	ARCH-752 Urban and Regional Planning	3	
	ARCH-762 Industrial Ecology Fundamentals	3	ARCH-763 Sustainable Building Metrics	3	
		15		15	
YEAR 3	ARCH-733 Architectural Studio III: Adaptive	6	ARCH-735 Architectural Studio IV: Integrative	6	ARCH-698 Global or ARCH-699 Co-op
	ARCH-743 Integrated Building Systems III	3	ARCH-744 Integrated Building Systems IV	3	
	ARCH-753 Research Seminar/Thesis Prep.	3	Graduate Elective	3	
	Graduate Elective	3	Sustainability Elective	3	
		15		15	
YEAR 3.5	ARCH-790 Thesis	6			
	ARCH-771 Professional Practice	3			
	Graduate Elective	3			
	Graduate Elective	3			
		15			

(INTERCESSION bars appear between Fall and Spring columns for Years 1, 2, and 3)

Total Required Credits | 105

This curriculum mask is a guide. Students may take courses as suits their individual needs as long as pre-requisites are met. Only one Co-op and one Global Experience are required and may be taken in any term. Global Experience may occur over an intercession.

2019-20

Background color key. Yellow: representation, pink: history/theory/planning, purple: design/studio, tan: technology/practice, green: sustainability, blue: electives

RIT | Golisano Institute for Sustainability
Department of Architecture

Master of Architecture Curriculum Mask

ADVANCED STANDING MASK
For students with undergraduate degrees related to architecture.

FALL SEMESTER			SPRING SEMESTER			SUMMER
YEAR 1	ARCH-731 Architectural Studio I: Site	6	**INTERCESSION**	ARCH-734 Architectural Studio II: Urban	6	ARCH-698 Global or ARCH-699 Co-op
	ARCH-741 Integrated Building Systems I	3		ARCH-742 Integrated Building Systems II	3	
	ARCH-761 Understanding Sustainability	3		ARCH-752 Urban and Regional Planning	3	
	ARCH-762 Industrial Ecology Fundamentals	3		ARCH-763 Sustainable Building Metrics	3	
		15			15	
YEAR 2	ARCH-733 Architectural Studio III: Adaptive	6	**INTERCESSION**	ARCH-735 Architectural Studio IV: Integrative	6	ARCH-698 Global or ARCH-699 Co-op
	ARCH-743 Integrated Building Systems III	3		ARCH-744 Integrated Building Systems IV	3	
	ARCH-751 Architectural Theory	3		Graduate Elective	3	
	ARCH-753 Research Seminar/Thesis Prep.	3		Graduate Elective	3	
				Sustainability Elective	3	
		15			18	
YEAR 2.5	ARCH-790 Thesis	6				
	ARCH-771 Professional Practice	3				
	Graduate Elective	3				
	Graduate Elective	3				
		15		Total Required Credits	78	

This curriculum mask is a guide. Students may take courses as suits their individual needs as long as pre-requisites are met. Only one Co-op and one Global Experience are required and may be taken in any term. Global Experience may occur over an intercession.

This mask represents the minimum number of credits required for the M Arch degree. Students may be required to take more credits than the 78 shown here depending on the actual number of credits waived during the admissions process.

2019-20

Background color key. Yellow: representation, pink: history/theory/planning, purple: design/studio, tan: technology/practice, green: sustainability, blue: electives

Architecture Concentration/Elective Options

Students may use their four/five graduate electives to concentrate in one of the following areas. While the courses listed are pre-approved, others may be selected by the student but must be pre-approved by her/his advisor and the department. The required sustainability elective may be chosen from the list below but note that the sustainability elective cannot simultaneously satisfy a graduate elective.

Environmental, Health and Safety Management
   ESHS-601 Fire Protection
   ESHS-750 EHS and FM Project Management

Facilities Management
   FCMG-660 Principles & Practice in Facilities Management
   FCMG-720 EHS in Facilities Management
   FCMG-740 Real Estate in Facilities Management
   FCMG-760 Operation & Maintenance in FM

Hospitality-Tourism Management
   HSPT-761 Strategic Planning & Development for HT Industry
   HSPT-763 Resort Amenity and Attraction Development

Art and Art History
   All the studio electives; CCER, CGEN, CGLS, CMTJ, CWFD, CWTD, and FNAS
   ARTH-601 Forms of Inquiry
   ARTH-605 Thinking About Making
   ARTH-621 The Image
   ARTH-671 Art & Architecture Ancient Rome
   ARTH-676 Early Medieval Art
   ARTH-677 Displaying Gender
   ARTH-682 Medieval Craft

Business
   ACCT-603 Accounting for Decision Makers
   DECS-744 Project Management
   ESCB-705 Economics & Decision Modeling
   MGMT-740 Organizational Behavior and Leadership
   MKTG-761 Marketing Concepts and Commercialization

Public Policy
   PUBL-610 Technological Innovation & Public Policy
   PUBL-700 Readings in Public Policy
   PUBL-701 Graduate Policy Analysis
   PUBL-702 Graduate Decision Analysis

Environmental Science
   ENVS-650 Advanced Applications of Geographic Information Systems

Sustainability Electives
   MGMT-710 Managing for Environmental Sustainability
   ENVS-601 Environmental Science Graduate Studies
   MECE-629 Renewable Energy Systems
   MECE-733 Sustainable Energy Management
   PUBL-630 Energy Policy
   PUBL-810 Technology, Policy & Sustainability
   STSO-621 Graduate Biodiversity and Society
   STSO-750 Sustainable Communities
   ESHS-765 Product Stewardship
   ISUS-xxx all courses

Off-Campus Programs
   NA at this time.

II.3. Evaluation of Preparatory/Pre-Professional Education

Since the three and one-half year Master of Architecture program is designed primarily for students with non-architectural baccalaureate degrees there has been no need for evaluation of prior general education work outside the normal admission process. However, given the interest in the program from individuals with some architectural background, a review of processes and procedures has been instituted to provide course waiving and advanced standing opportunities, and a program policy has been developed for this purpose.

Application for admission into the Master of Architecture program is processed through the Office of Graduate and Part-time Enrollment Services where all application materials are received. Once the documents are reviewed and verified as compete, the application is forwarded to the Department of Architecture Recruitment and Admissions Committee where it is fully reviewed. This committee then forwards its recommendation to accept (along with any contingencies), or deny an application and forwards this to the department head for final review and processing. All applicants then receive an acceptance or non-acceptance letter by both the Department of Architecture and Office of Graduate and Part-time Enrollment Services. The department head also determines any scholarship award based on the committee's recommendation of a high, medium, or low recruit prospect. Beginning fall of 2018, the application process has been conducted completely online.

The program also works closely with the Office of Graduate and Part-time Enrollment Services to ensure that the requisite general education is met for all incoming students. In particular, for "advanced standing" candidates, each applicant receives an additional screening for this requirement, above and beyond any SPC being met in pre-professional education. This is also noted with any articulation agreements with feeder schools. Should additional general education or other requirements become necessary, this is noted in the admission letter and tracked for compliance prior to graduation.

II.4.   Public Information

The Master of Architecture program maintains a webpage similar to those found for other programs at RIT. Public Information begins on the overview page, and subsequently lead to pages and downloads that contain the following statements and links noted below.

Statement on NAAB-Accredited Degrees

All catalogues and promotional materials for this program include the Statement on NAAB-Accredited degrees, exactly as worded in Appendix 1 of the NAAB Conditions for Accreditation. The Statement appears on our Master of Architecture Program website and in the Student Manual that exists as both a physical document and a digital version, which is located on the program's shared online resource.

Access to NAAB Conditions and Procedures

The following documents are directly linked to the RIT Master of Architecture Program website:

NAAB –	Conditions for Accreditation, 2020 Edition
NAAB –	Conditions for Accreditation, 2014 Edition
NAAB –	Procedures for Accreditation, 2020 Edition
NAAB –	Procedures for Accreditation, 2015 Edition
NCARB –	The NCARB Handbook for Interns and Architects
AIAS –	Studio Culture

Access to Career Development Information

The following resources are linked to from RIT's Master of Architecture Program webpage, under accreditation:

National Council of Architectural Registration Boards (NCARB)
The American Institute of Architects (AIA)

The American Institute of Architecture Students (AIAS)
Association of Collegiate Schools of Architecture (ASCA)

Public Access to APRs and VTRs

The following documents pertaining to accreditation are available in the Department of Architecture office as they become available and will be made public on the RIT Master of Architecture Program website. These include:

Annual Reports, including any narrative
Any NAAB responses to the Annual Reports
The most recent decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

Admissions and Advising

Student admissions information is available on the RIT Master of Architecture program website.

Academic advising information is outlined in the Student Manual, which is available as both a physical document and a digital document that is made available to all students on the shared resources website for the architecture program.

Student Financial Information

Student financial information is provided on the RIT Graduate Education Admissions page.

The architecture program provides all students with a list of required materials necessary for specific courses and a list of suggested materials that students can purchase to supplement the required materials. Students are provided with a range of manufacturers and brands and make purchases based on personal preferences.

III.1.1 Annual Statistical Reports:

A signed statement attesting to the validity of the data provided is referenced in Section 4 of the APR.

Annual Statistical Reports for the previous three years (2017, 2018 and 2019) are also referenced in Section 4 of the APR.

III.1.2 Interim Program Reports:

NA

Section 4. Supplemental Material

The following sections listed below outline the digitized supplemental material, which is included via Dropbox. These materials are made available for review to the NAAB, and to the NAAB Visiting Team.

The various resources and documents include:

Appendix 1: University-Wide Documents

S.1.1   Academic Integrity Policy
S.1.2   Information Resources of the Wallace Center Library
S.1.3   Policies and Procedures Relative to EEO/AA for Faculty, Staff, and Students
S.1.4   Policies Regarding Human Resource Development Opportunities
S.1.5   Policies, Procedures, and Criteria for Faculty Appointment, Promotion, and Tenure
S.1.6   Harassment and Discrimination Policy
S.1.7   Educational Goals
S.1.8   *Greatness Through Difference: The RIT Strategic Plan, 2018-2025*
S.1.9   Regional Accreditation Letter
S.1.10   Letter from Institutional Research regarding ARS Data

Appendix 2: Golisano Institute for Sustainability-Wide Documents

S.2.1   Policies, Procedures, and Criteria for Faculty Appointment, Promotion, and Tenure
S.2.2   GIS Strategic Plan
S.2.3   Committee Assignments

Appendix 3: Department of Architecture-Wide Documents

S.3.1   Faculty Resumes
S.3.2   Faculty Credentials Matrix
S.3.3   Course Descriptions
S.3.4   Physical Resources - Plans and Images
S.3.5   Studio Culture Policy
S.3.6   Self-Assessment Policies and Objectives Matrix
S.3.7   Annual Statistical Report - 2017
S.3.8   Annual Statistical Report - 2018
S.3.9   Annual Statistical Report - 2019
S.3.10   Initial Accreditation VTR
S.3.11   Annual Statistical Report Certification Letter
S.3.12   Enlarged NAAB SPC Matrix