



Department Of Landscape Architecture
RHODE ISLAND SCHOOL OF DESIGN

Self Evaluation Report

Compiled for the LAAB / ASLA
SEPTEMBER 2022

Program Self-Evaluation Report

FOR THE ACADEMIC YEAR 2022–2023

INSTITUTION Rhode Island School of Design

PROGRAM Landscape Architecture

DEGREE TITLE/DEGREE LENGTH Master of Landscape Architecture

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REPORT SUBMITTED BY Johanna Barthmaier-Payne
August 1st, 2022

Minimum Requirements

For Achieving and Maintaining Accredited Status

1. An accredited professional program's title and degree must incorporate the term "landscape architecture."
2. A professional program offering an accredited undergraduate professional degree must meet the following degree-length requirements.
 - a) An undergraduate professional program, leading to a Bachelor of Landscape Architecture (BLA) or a Bachelor of Science of Landscape Architecture (BSLA) degree must be a single degree program that has a minimum number of total credit hours equivalent to its institution's definition of four academic years of full-time undergraduate enrollment.
 - b) A professional program may allow for advance placement up to one academic year, provided it has a clearly articulated policy and criteria for advance placement and how the professional program determines whether an applicant meets the criteria. The advanced placement may be counted towards the minimum requirements referenced in 2.a above.
 - c) Any professional program that offers a degree with Bachelor of Landscape Architecture or BLA, or a Bachelor of Science of Landscape Architecture or BSLA in the degree title must meet the requirements of the LAAB accreditation standards. This includes a professional program that offers an BLA/BSLA degree with an advanced placement track or pathway. Any institution that offers a program or track leading to a degree with the words "Bachelor of Landscape Architecture," "BLA," "Bachelor of Science of Landscape Architecture," or "BSLA" in the title and does not comply with these Standards is not eligible to offer any accredited BLA/BSLA degree.
3. A professional program offering an accredited graduate professional degree must meet the following degree-length requirements:
 - a) The graduate professional program, leading to a Master of Landscape Architecture (MLA), must be a single degree program that has a minimum number of total credit hours equivalent to its institution's definition of three academic years of full-time graduate enrollment.
 - b) A professional program may allow for advanced placement of up to one academic year of study, provided it has a clearly articulated policy and criteria for advanced placement and demonstrates how the professional program determines whether an applicant meets the criteria. The advance placement may be counted towards the minimum requirements referenced in 3.a. above.

- c) Any professional program that offers a degree with Master of Landscape Architecture or MLA in the degree title must meet the requirements of the LAAB accreditation standards. This includes a professional program that offers an MLA degree with an advanced placement track or pathway. Any institution that offers a program or track leading to a degree with the words "Master of Landscape Architecture" or "MLA" in the title and does not comply with these Standards is not eligible to offer any accredited MLA degree.
4. An institution may offer a program leading to a degree with the title "Master of Science in Landscape Architecture" or "Master of Arts in Landscape Architecture" that is not an accredited degree in Landscape Architecture without jeopardizing the institution's accredited degree in Landscape Architecture. In offering such a degree, an institution must disclose that the degree is not accredited in its public statements and to CLARB.
5. A professional program may be offered in whole or in part through an online platform. A professional program that offers all or part of its curriculum through an online platform must demonstrate that it meets all the requirements of these Standards.
6. Faculty instruction full-time equivalence (FTE) requirements are as follows:
 - a) An academic unit that offers a single professional degree program at the Candidacy or Initial Accreditation status has at least three FTE instructional faculty who hold professional degrees in landscape architecture, at least one of whom is full-time.
 - b) An academic unit that offers a professional degree program at both the bachelor's and master's levels at the Candidacy or Initial Accreditation status has at least six FTE instructional faculty, at least five of whom hold professional degrees in landscape architecture, at least two of whom are full-time in the department.
 - c) An academic unit that offers a single professional degree program at the continuing full accreditation status has an FTE of at least five instructional faculty, at least four of these faculty members hold a professional degree in landscape architecture, at least three of whom are full-time in the department.
 - d) An academic unit that offers professional degree programs at both the bachelor's and master's levels with continuing full accreditation status has an FTE of at least seven instructional faculty, at least five of whom hold professional degrees in landscape architecture and are full-time in the department.

SELF-EVALUATION REPORT

7. The parent institution must be accredited by an institutional accrediting agency recognized by the U.S. Department of Education.
8. There must be a designated program administrator responsible for the leadership and management functions for the professional program under review. The program administrator shall have significant influence in the budget and personnel management decisions of the professional program.
9. The professional program must provide a comprehensive disclosure about the professional program's status and performance as set forth in Standard 1.E within a single-click link from the professional program's website.
10. The professional program must:
 - continuously comply with accreditation standards,
 - pay the annual sustaining and other fees as required, and
 - regularly file complete annual and other requested reports, as required by the Accreditation Procedures.
11. The program administrator shall inform LAAB if any of these factors fails to apply during an accreditation period. The program administrator is also responsible for reporting any substantive changes to the professional program (changes that may affect the accreditation status as addressed in the LAAB Accreditation Procedures) when they occur.

The **Rhode Island School of Design Master In Landscape Architecture** program meets the minimum conditions to apply for LAAB accreditation.



Johanna Barthmaier-Payne,
Associate Professor and Department Head

AUGUST 1, 2022

Department Of Landscape Architecture
RHODE ISLAND SCHOOL OF DESIGN

Introduction

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Introduction

1. History of the Program

RHODE ISLAND SCHOOL OF DESIGN

RISD was founded in 1877 with a three-fold mission to provide instruction in drawing, painting, modeling, and design to artisans in order that they may apply the principles of art to meet the requirements of trade and manufacturing, to prepare students in the principles of the practice of art so as to become instructors of art, and to advance public education in the arts through exhibitions, art school studies and lectures.

Since that time, RISD has evolved into one of the nation's preeminent institutions of art and design, attracting a robust national and international body of talented and highly motivated students at both the undergraduate and graduate levels. The school offers undergraduate degrees in sixteen fine art and design disciplines. Graduate education, introduced in 1958, now encompasses twenty advanced degrees offered by sixteen autonomous departments. RISD's total enrollment hovers just under 2500 students. Graduate students constitute 20% of that number.

As defined in 2015 the mission of the school and museum is to educate its students and the public in the creation and appreciation of works of art and design, to discover and transmit knowledge and to make lasting contributions to a global society through critical thinking, scholarship and innovation.

- We value the material practices of artists and designers as principal modes of engagement with the wider world.
- We value the necessary and crucial contribution of deep disciplinary understanding to effective interdisciplinary practice.
- We value collaborative interplay across design, fine arts and the liberal arts to cultivate deep literacies, to shape cumulative understanding, to transform thought and to expand making practices.
- We value experimental, contextual and culturally diverse methods of creative practice and rigorous scholarship as essential ways of creating knowledge and engaging with complexity and uncertainty.

- We value enlightened engagement with emerging and evolving technologies, along with critical reflection on the interests those technologies serve and the impact they have on diverse peoples, communities and the planet.
- We value a classroom, studio and campus environment that advances principles of social equity and inclusion, environmental and climate justice, and equal access to resources and opportunities.
- We value the development of lifelong skills that integrate the physical, emotional and mental well-being of our entire community.
- We value the careful stewardship of our human, financial and physical resources.
- We value our role as a place-based institution with a commitment to furthering progress in Providence and Rhode Island through mutually beneficial engagement with the community.

THE DEPARTMENT OF LANDSCAPE ARCHITECTURE

In 1946 the accredited Lowthorpe School of Landscape Architecture, Gardening and Horticulture, located in Massachusetts, merged with RISD to form the Department of Landscape Architecture. The department joined the departments of Architecture and Interior Architecture to form the Division of Planning. The program offered the degree of Bachelor of Science in Landscape Architecture (BSLA).

The Division was reorganized in 1966 to incorporate the Department of Industrial Design and renamed the Division of Architectural Studies. At this time the Department of Landscape Architecture expanded its curriculum to offer a five-year Bachelor of Landscape Architecture (BLA) degree. Overlapping curricula within the departments of the division allowed students to pursue degrees in their major while utilizing electives to explore interdisciplinary interests. This was and continues to be a distinguishing characteristic of programs in the Division and the school at large.

The Master of Landscape Architecture (MLA) program was inaugurated in 1990 as a three-year program (MLA I) for students who hold an undergraduate degree not related to landscape architecture and a two-year program (MLA II) for those holding accredited undergraduate degrees in Landscape Architecture or the equivalent. The MLA program was granted an initial three-year accreditation by LAAB in 1995 and has been fully accredited ever since. The BLA degree was phased out in 2001. Currently the Department of Landscape Architecture is one of seven departments that constitute the Division of Architecture and Design. Departments of this Division include Apparel, Architecture, Furniture, Graphic Design, Industrial Design, Interior Architecture, and Landscape Architecture.

The Department is also part of the Division of Architecture and Design. The division's departments comprise Architecture, Furniture Design, Graphic Design, Interior Architecture, Industrial Design, Apparel Design, and Landscape Architecture. Every graduate student at RISD must produce a written Graduate Thesis and participate in a shared Graduate Exhibition as a requirement of their degree. Graduate students in the Landscape Architecture program follow a curriculum designed to provide the knowledge and skills necessary to the discipline informed and expanded by theories and methods of critical making and vigorous interdisciplinary discourse with the diverse art and design disciplines of the larger institution.

HISTORY SER PERIOD 2015–2022

RISD

Since our last accreditation in 2015, the institution has seen significant transition in leadership at all levels. Most notably:

- In May 2022, Crystal Williams was officially inaugurated as RISD's 18th president, replacing Rosanne Somerson who retired in June, 2021.
- Following a national search, Kent Kleinman was inaugurated as the Provost of RISD in July 2019, replacing Pradeep Sharma who resigned in March 2018. On July 1, 2022, Anais Missakian will replace Kent Kleinman as the Interim Provost while a national search takes place during academic year 22/23.

- Nancy Skolos, the Dean of the Division of Architecture and Design at the time of our 2015 SER was replaced by Scheri Fultineer in July, 2017.
- Following the commitments detailed in RISD's first Social Equity and Inclusion Action Plan created in Fall 2017, The Center for Social Equity and Inclusion was initiated in July 2018 and Mathew Shenoda was inaugurated as RISD's first Vice President and Associate Provost for Social Equity and Inclusion where he oversees the Center for Social Equity and Inclusion. The Center for SEI supports various initiatives aimed at engaging and addressing issues of social equity and inclusion on our campus and serves as a central hub for cross-institutional collaboration for faculty-centered initiatives. The Center supports individual department SEI action plans, programs and grants for faculty to conduct research around SEI, a course offered to all faculty on decolonizing the classroom (which replaces one unit of teaching for those enrolled), faculty workshops and public lectures around SEI, and finally the SEI fellows program that hosts scholars, artists and designers who teach across RISD's curriculum and focus on a research project that advances issues of social equity and inclusion in their respective fields.
- In July 2019, Sarah Cunningham was inaugurated as RISD's first Vice Provost for Strategic Partnerships. Her office's role is to support research development and special projects, collaborating with national and international partners that range from community organizations and arts nonprofits to higher education entities and corporate design leaders. Work involves pursuing pioneering opportunities that demonstrate the catalytic role that design and the arts play in developing new knowledge, building just societies and contributing to innovative modes of sustainability across social, cultural and business sectors. The introduction of Sarah's position and her office has played an integral role in helping faculty identify funded research opportunities and collaborations at a scale not previously possible within the institution. Many faculty members in the Landscape Architecture program have benefited greatly from their guidance, winning major national grants, fellowships and endowments.

Despite the many challenges the institution has faced since our last accreditation, it has remained committed to continually renewing its values and supporting new and meaningful visions. Below outlines several important initiatives launched by RISD since 2015.

In February, 2020, under President Rosanne Somerson, RISD released its newest seven year strategic plan *NEXT: RISD 2020–2027*. This report outlines the first two years of progress in implementing *NEXT: RISD 2020–2027*, our seven-year strategic plan. It details the specific work we've done to generate new knowledge, engage with our local community, and address issues of social justice and sustainability, key operational and financial improvements, and next steps for advancing the plan. Three major pillars emphasize RISD's priorities to support a resilient, diverse, community oriented network of artists and designers committed to pushing the boundaries of our practices.

- 1. The RISD community will contribute to shaping just societies, both locally and globally.**
- 2. The RISD community will contribute to a sustainable planet**
- 3. The RISD community will contribute to new ways of making and knowing**

Implementing the strategic plan has resulted in an equal distribution of new resources for faculty, students, and administration. Resources include; new faculty hires, further support for funded research, expanded opportunities for interdisciplinary courses, additional support for faculty professional development, new instructional facilities, and expanded resources for technology, computing, and fabrication across the campus.

In Fall 2020, RISD launched a cluster hire initiative focused on hiring faculty members with expertise in race, colonization, decolonization, post-coloniality, cultural representation, and material practices of resistance. This effort was one of several commitments in RISD's **actions to advance the Social Equity and Inclusion plan** to address institutional racism in the RISD community and increase diversity in our faculty, curriculum, and pedagogy. So far, ten faculty members have been hired as full-time critical review track (equivalent to tenure) Professors in Race in Art and Design, including a joint professorship between the Department of Landscape Architecture and the Interior Architecture Department. These faculty positions were made possible through one of the institution's history's most significant (anonymous) gifts.

The Department of Landscape Architecture

FACULTY

The Landscape Architecture Department also experienced faculty and leadership change throughout the last SER period.

- In 2016, Suzanne Mathew was appointed to the position of Assistant Professor. In 2020 she was promoted to Associate Professor, and passed critical review (equivalent to tenure) in 2021.
- In 2017, Emily Vogler was appointed to the position of Assistant Professor. In 2021 she was promoted to Associate Professor, and passed critical review (equivalent to tenure) in 2022.
- From July 2017–2019 Associate Professor Emily Vogler replaced Scheri Fultineer, Department Head at the time of our 2015 SER. Scheri Fultineer transitioned to RISD's Dean of the Division of Architecture and Design.
- Visiting Assistant Professor Johanna Barthmaier-Payne has been Department Head since July 2019. Through a faculty search conducted in AY 2021/22, Johanna was appointed Associate Professor and will remain Department Head until 2025.
- A faculty search was conducted in AY 2018/19 resulting in the appointment of Tiago Torres-Campos as Associate Professor.
- Associate Professor Suzanne Mathew, GPD (Graduate Program Director) at the time of our 2015 SER was replaced by Visiting Assistant Professor Jacob Mitchell in July 2019 for one year. From July 2020 to present, Associate Professor Tiago Torres-Campos was appointed to the role of GPD.
- Several term appointments (Visiting Assistant Professor) have been hired throughout this period to support faculty on sabbatical leave and maternity leave.
- A joint faculty search was conducted between the Interior Architecture Department and the Landscape Architecture Department in AY 2021/22 resulting in the appointment of Fatema Maswood as Assistant Professor of Race in Art and Design. This search was supported by the Center for Social Equity and Inclusion through the cluster hires launched in 2020.
- In July 2020, Professor Colgate Searle retired, transitioning to Professor Emeritus.

ENROLLMENT

As reported in our last SER, the department has maintained a steady enrollment of 75-80 students yearly between its MLA 1 and MLA 2 degree programs. Students retained opportunities for interdisciplinary exchange that have historically been an essential characteristic of the program through electives and advanced studios. Our steady enrollment has also allowed us to retain and hire new adjunct and part-time faculty annually. Our part-time faculty are typically practicing landscape architects who expand our capacity to engage with the discipline's current and emerging practices and technologies. From 2016-to 2020, the department attracted a sizable international population, with over 85% of its students coming from mainland China. The Department Head, Graduate Program Director, and the department's admissions committee have made a concerted effort to diversify this population to attract more domestic and international students outside of China through targeted recruitment and social media and advocating for increased financial aid. As a result, our incoming 2022/2023 student ratio is 40% domestic, with international students coming from India, Turkey, Saudi Arabia, South Korea, Argentina, Nigeria, and China. The department has also increased its enrollment of students of color in the last two years.

FACILITIES

There have been incremental improvements to the facilities of the Bayard Ewing Building (BEB) since the department's last SER.

- In 2019 Students received new drafting chairs
- In 2020 the CAD Lab added a high speed plotter to address the increase in demand for printing and plotting between the three departments that share the BEB shop and plotting facilities
- In 2020 the basement floor of the BEB was renovated, increasing the size of the fabrication shop by over 40% allowing for new digital fabrication equipment to be added including: 4 new laser cutters, 15 new 3D printers, and a new CNC router. Additional storage was also added. As part of this renovation, a faculty office was relocated from the basement floor to the second floor where the Landscape Architecture studio is located.
- In 2020 (4) rolling pin-up boards were added to the studio to create more work and review space.

- In 2021 (2) rolling TVs were added to the studio to provide additional flexible presentation monitors outside of seminar and lecture rooms.
- In 2021 hallway lockers were removed to provide additional space for working, pin-ups and reviews.
- In 2021 functional drinking fountains and water bottle fillers were added to each floor of the BEB

PROGRAM + MAJOR PROJECTS

At RISD, landscape architecture is understood as a discipline that operates at the interface between the cultural and natural worlds, addressing design issues inherent in a range of typologies and scales from specific site to global systems. Our programs prepare students to thoughtfully engage the increasingly complex issues associated with these environments through a unique program based on critical making and process-oriented design that combines investigations and research in the traditional territories of landscape architecture – natural systems, ecology, and human environments – with intuitive and novel ways of thinking, seeing, and making. Our mission is to prepare innovative, ethical, and inspired designers who will lead in the realms of professional practice, intellectual discourse, education and policy making, and who will challenge and expand the boundaries of landscape architecture.

During the past six years, projects within the program have continued to develop and new ones have been initiated. All have provided new opportunities for our curriculum and students. The following projects were launched or led by department faculty during this SER period.

Shell-ter: *Funded by the Rhode Island NSF EPSCoR and Rhode Island Science and Technology Advisory Council (STAC) with support from RISD's Edna Lawrence Nature Lab*

Coastal environments have been dramatically transformed worldwide. Edges that were historically gradients from land to water have been hardened, nutrient and sediment flows have been altered, and point and non-point pollution has led to the decline of health of many of our coastal ecosystems. Coastal communities and habitats are already being impacted by climate change and this will only intensify in the next 100 years. For over four years faculty and students at RISD, scientists from

the University of Rhode Island, and local non-profits and governmental agencies collaborated to explore the potential for sculptural forms installed in the intertidal zone to provide shellfish habitat and a platform for education and outreach about coastal ecology and resilience. Building on the work from an NSF EPSCoR funded interdisciplinary studio, the interdisciplinary team worked with research assistants and scientists to develop prototypes of the intertidal forms, translate the design from plastic prototypes into metal and concrete forms, organize public meetings to talk about the project and the health of our coastal ecosystems, develop materials for outreach and communication, get a permit to install the forms in the intertidal zone in downtown Providence (a huge bureaucratic and regulatory success!), and work with community groups to construct and install the forms. The forms were installed in 2016 and since then we have been monitoring the forms for oyster and mussel settlement. In 2018 we were able to seed half of the forms in the hatchery to see if the lack of settlement we were observing was a result of lack of shellfish larvae in the water column or poor water quality.

Future of Dams: Funded by the New Hampshire NSF EPSCoR with support from RISD's Edna Lawrence Nature Lab

Starting In 2015, faculty and students from the RISD Landscape Architecture Department joined an interdisciplinary team of researchers on a National Science Foundation EPSCoR grant to study methods to strengthen the scientific basis for decision making around aging dam infrastructure in New England. The larger team includes over 30 researchers from six universities across New England. The team is made up of an interdisciplinary mix of biophysical scientists, social scientists, economists, and rhetoricians - we are the only designers on the team. Although we are only receiving a portion of the \$6 million-dollar NSF grant, the department believes that grants like this help position landscape architects to enter into a new scale of research and funding opportunities. In addition, it will help support RISD's institutional goals of being a leader in STEM to STEAM education and research

Currently, in the United States, there are over 100,000 dams, and in New England, the number exceeds 14,000. Many of these are over a century old, less than ten feet high and no longer serve their original purpose. Thousands of dams across the United States are coming

to the end of their life cycles and will either need to be repaired or removed in the coming decades. Each dam has its own unique trade-offs and a diverse group of stakeholders that need to be engaged in the decision about the future of their dam. Because many of the dams are part of a community's collective identity or shared heritage, the decisions about the future of the dams are often complex and controversial. Communities often have a strong sense of place associated with the damned landscape and are resistant to any change. In the public process surrounding dam discussions, there was a need to communicate not just the quantifiable impacts of removal alternatives (fish passage, hydro-power potential, water quality), but also the spatial, visual, and experiential changes or scenarios to the landscape. Such spatial scenarios include full or partial removal, installing new or repairing old fish ladders, and nature like fish passages that could potentially restore rivers to a more natural condition.

Some of the biggest challenges the team faced have been educating the public about the potential negative impacts of dams, communicating complex engineering and scientific information to people without previous knowledge, and building trust with communities. One of RISD's specific areas of research has been to understand how landscape visualizations (renderings, maps, models, animations) have been used in the past to communicate the quantitative and qualitative impacts of the planning alternatives and opportunities. By inventorying and experimenting with visualization methods used to communicate dam decisions, our research has provided valuable insight into how visualizations can be used and improved to reach a broad audience.

Working in several communities with very different socio-economic and cultural backgrounds, we made these potentially ecological responsive landscapes visible and meaningful with techniques ranging from physical design at the neighborhood level to visual learning tools in community engagement. These addressed two main functions: making the ecological challenges of dammed landscapes more visible in their contexts and bringing people's possible future landscapes closer to them.

Parai Nilam Women’s Cooperative Village Project
Manmunai West, Eastern Province, Sri Lanka

TAASI East, Parai Nilam, Women’s Cooperative Village Project involves the design of a village for 250 low-income women and their families in Eastern Sri Lanka who have been subjected to years of conflict and environmental disaster. The village is to be developed as a cooperative business enterprise and a model of ecological sustainability in terms of site planning, architecture, energy and waste, and all aspects of land use and water management. At the same time, the project aims to aid in the effort to revive Eastern Sri Lanka’s handloom textile industry, historically a significant part of the regional coastal economy. The weaving communities bordering the Bay of Bengal were largely decimated by the 2004 tsunami. In the years since, as part of the recovery effort, government investment and oversight has led to a standardization of products, techniques, and color palettes, and a heavy reliance on chemical dyes. In many ways, while saving the handloom industry from obsolescence, this effort has effectively diminished the quality of this once flourishing industry.

The Parai Nilam project will establish ongoing partnerships with TAASI East, RISD’s Department of Landscape Architecture, national and international universities, textile historians, botanists, natural dye experts, and artists and designers. The study, documentation and revival of Sri Lankan textile traditions will be accompanied by efforts to innovate within these. While the village will primarily function as its own residential community, it will serve simultaneously as a design center and workshop for visiting teams of advisors and collaborators.

OpenTEAM + Wolfe’s Neck Center

In 2019, the Landscape Architecture Department created a formal partnership with OpenTEAM (open technology ecosystem for agricultural management) headquartered at Wolfe’s Neck Center for Agriculture and the Environment located in Freeport Maine. Wolfe’s Neck Center is a recreational hub and working regenerative farm that hosts education and experimentation at all scales. It’s also one of the few national dairy’s offering apprenticeships to train future organic dairy farmers. OpenTEAM is a digital platform that supports adaptive land use and soil health management tools for farms and landscapes of all scales, geographies and ecological systems. The strategic partnership formed between

Wolfe’s neck center, OpenTEAM and RISD is meant to support curriculum across the school as a laboratory for regenerative land use practices, and a place where students can collaborate with other affiliated universities, scientists, farmers, and educators. As an example, LDAR will visit the Center as an observation site this summer during it’s Design Foundations + Field Ecology course.

2. Organizational Structure of the Program

The 3-year MLA I and 2-year MLA II degree programs being reviewed in this SER are two exclusive academic units within the graduate-only Landscape Architecture Department. Both degree programs are overseen by one Department Head, with coordination support provided by a dedicated Graduate Program Director. The Department is housed within the Division of Architecture and Design which is overseen by its Dean. All academic divisions are overseen by the Provost (Chief Academic Officer).

3. Response to Previous LAAB Review

STANDARD 1: PROGRAM MISSION AND OBJECTIVES

Consideration for Improvement: Consider developing objectives that provide elaboration for how the goals of the program are, and will continue to be met.

In academic year 2017 and 2018, a core group of full time and part time faculty, with the Department Head and Graduate Program Director, developed a series of seven core objectives and values that align with the department’s long term goals and mission; critical making, design research, material experiments, environmental impact, artistic expression, social justice, coastal strategies. In 2020, these objectives were formally agreed upon by the entire faculty team and published on our website, recruitment materials, and in our students handbook. These objectives and values are described in more detail in the Standard 3: Professional Curriculum section of this SER.

STANDARD 2: PROGRAM AUTONOMY, GOVERNANCE, AND ADMINISTRATION

Recommendation for Accreditation: Additional administrative support is necessary for program administration, both at the faculty level and the administrative support level. The department should determine the most effective way to configure the responsibilities of faculty and staff personnel to accomplish this.

In July 2019 that department was approved to hire a full time, 40 hour per week, Administrative Coordinator that supports faculty and students by; managing the department's budget and course fees, purchasing materials and equipment for courses and departmental operations, organizing travel and other per diem expenses for faculty and courses, managing registration, managing departmental course tables, working with academic administration to manage the hiring part time faculty, critics, and honorariums, and general day to day operations.

STANDARD 3: PROFESSIONAL CURRICULUM

Consideration for Improvement: Consider ways in which advanced digital applications can be integrated more formally into the existing curriculum.

Since the 2015 SER the department has made a concerted effort to introduce more advanced digital programs into both core and elective courses. The intro summer Design Foundations and Field Ecology course, Representation 1, Representation 2, Constructed Ground, and Topics in Representation 1 + 2, all provide students with significant exposure to digital programs, and provide an opportunity to engage those skills in critical making exercises. Additionally, the department offers an additional faculty led visualization workshop series each semester. Programs taught in the department include; Rhino, VRAY, Autocad, Adobe Suite (indesign, illustrator, photoshop, After Effects, Premier), and GIS.

STANDARD 4: STUDENT AND PROGRAM OUTCOMES

Consideration for Improvement: Consider encouraging students to form a student ASLA chapter.

In 2016 the Landscape Architecture Department formed its student ASLA chapter. The institutionally recognized chapter has a revolving budget to organize social events, parking day, portfolio reviews, field trips, and curriculum development discussions. The chapter meets with the Department Head and Graduate Program Director at bi-monthly meetings to discuss any issues or concerns within the student body. Each year six students (2 from each cohort) are nominated by the previous year's members. The department's teaching, research, and technical assistant budget compensate these students for their time and efforts.

STANDARD 5: FACULTY

Consideration for Improvement: The two planned searches should be underway by the end of the current semester. After those successful appointments, additional full time faculty would enhance the student experience and provide the student interaction, mentoring and support required on an ongoing basis. The expertise of the appointments for the current searches would determine the areas of expertise necessary to supplement and meet the comprehensive needs of the program.

In AY 2015/16, Suzanne Mathew was appointed the position of Assistant Professor. In 2020 she was promoted to Associate Professor, and passed critical review (equivalent to tenure) in 2021.

In AY 2016/17, Emily Vogler was appointed the position of Assistant Professor. In 2021 she was promoted to Associate Professor, and passed critical review (equivalent to tenure) in 2022.

In AY 2018/19 an international faculty search was conducted resulting in the appointment of Tiago Torres-Campos as Associate Professor.

In AY 2021/22 an international faculty search was conducted resulting in the appointment of Johanna Barthmaier-Payne as Associate Professor and Department Head.

A joint faculty search was conducted between the Interior Architecture Department and the Landscape Architecture Department in AY 2021/22 resulting in the appointment of Fatema Maswood as Assistant Professor in Race in Art and Design.

STANDARD 6: OUTREACH TO THE INSTITUTION, COMMUNITIES, ALUMNI, AND PRACTITIONERS

Consideration for Improvement: Consider inclusion of additional information on the alumni registry: professional activities such as presentations at the ASLA Annual Meeting or state ASLA chapter conferences, articles in juried periodicals or Landscape Architecture magazine, and significant professional accomplishments or recognition.

In 2016 the department developed a register of alumni that includes much of the information outlined in the consideration above. RISD's Alumni Affairs department supported this register, but due to slow institutional protocol and privacy issues, it takes considerable

department time to maintain current information. In 2021, Professor Elizabeth Dean Hermann began compiling a small board of faculty, students, and alumni to organize and manage alumni records and annual outreach events.

Consideration for Improvement: Consider keeping a detailed list of program activities that engage alumni and practitioners that includes student career advising events, lecture series, and continuing education opportunities. Include the date and type of event, names of alumni/practitioners, and number of student attendees.

The department maintains a detailed spreadsheet including annual internship opportunities, portfolio reviews, and advising events. Since our last review, the department has significantly bolstered its social media platforms to increase awareness of its mission, curriculum, coursework examples, students, faculty, alumni, departmental news, recruitment, and events. The @risdlandscape Instagram page has acted as a critical link between our department and its broader community of practitioners and alumni in ways that traditional methods have not been able to provide.

Consideration for Improvement: Consider a formal program advisory board that could provide a platform for discussion on curriculum review and development, a basis for fundraising, internship opportunities, licensure, and continuing education.

Since 2017, the department currently supports small focus group committees that discuss and promote curriculum advancement, strategic partnerships and community outreach, professional opportunities like portfolio reviews and internship opportunities, library and research resources, recruitment and outreach, lectures and events, and social media. The Department Head and Graduate Program Director participates in each committee and decision-making process. While in the past we have had an Alumni Advisory Board which met annually, recent and ongoing changes in institutional and departmental leadership, our current long-range plan being in a state of implementation, and the interruption caused by COVID, has led to this being suspended for now. The benefit of restarting this Advisory Board is under discussion.

STANDARD 7: FACILITIES, EQUIPMENT, AND TECHNOLOGY

Recommendation for Accreditation: Recommend that additional office, storage, and research space be provided to faculty and staff in order to reduce overcrowding; provide privacy for student consultation, research, and class preparation; secure storage space for teaching and research materials; and space to conduct research by faculty and students.

Since the 2015 SER the department has added substantial on-campus storage for archived student work, materials, and equipment. Additional faculty offices for student consultation, research, and class preparation were not added to the department in the Bayard Ewing Building (BEB) since our last review. The BEB Fabrication Shop and CAD Lab expanded its footprint on the basement floor and added substantially more modern equipment. These improvements offer students additional space to operate in and more equipment to experiment with.

To address the chronic lack of space for research, seminar space, pin-up/review space, gallery/exhibition space, faculty offices, and modern amenities like HVAC and functional electricity at each studio desk, the Landscape Department will be moving in summer 2022 to a new building at 159 Weybosset Street in Providence, RI. The department will occupy the 1st and 2nd floors of this newly renovated building. This move will provide the department with much-improved facilities and the opportunity to be situated next to many of RISD's graduate departments in the CIT building, including the Interior Architecture Department, with whom we share a joint appointment and many advanced elective studios. More information about these facilities, including floor plans is included in Standard 7: Facilities, Equipment, and Technology and the Addenda under facilities information.

4. Describe Current Strengths and Opportunities

CURRICULUM + ACCESS TO ALTERNATIVE PRACTICES

The RISD landscape experience is about making relationships between the ideas, mediums, and methods for creating. We strongly believe in material culture and practices rooted in a deep understanding of the mechanics governing landscape, ecology, tectonics, and social infrastructures. We underscore the ideas that get made and experimented with in iterative tactile ways, and we acknowledge that the embodied experience of landscape and the process of our making is truly meaningful.

What makes this institution genuinely unique, however, is its commitment to students to support their personal, independent journeys in graduate school. RISD's structure is set up for students to take charge of their education and make it a transformative experience. Through electives and advanced studios, students have the opportunity for interdisciplinary classes and experiences that expose them to new material practices such as ceramics, film, and furniture as well as contemporary critical theories in departments such as the Global Arts and Cultures and Nature Culture and Sustainability liberal arts concentrations. Cross-disciplinary experiences like these provoke and inspire students to approach their landscape practice in new ways.

ENROLLMENT

By increasing recruitment and exposure to the program, with special attention given to domestic undergraduate programs and communities of color, the department has significantly increased awareness of our values, mission, its unique student experience, and ways that we prepare students to tackle the global challenges through typical and interdisciplinary practices

As a result, since 2020 we have been fortunate to welcome cohorts of incoming students from a diverse range of countries, economic and cultural backgrounds, and professional experiences.

COMMUNITY ENGAGEMENT + LONG TERM RESEARCH + STRATEGIC PARTNERSHIPS

Since our last review the department has developed three new local and international strategic partnerships with the Providence Neighborhood Planting Program (PNPP), Wolfe's Neck Center for Agriculture and the Environment + OpenTEAM, and Parai Nilam Women's Cooperative in Sri Lanka. We are in conversation with the nearby communities of South Providence and Central Falls about continuing and formalizing our work with them (see Standard 6). We have initiated several faculty-led EPSoR, STAC, NSF, and NEA supported projects that engage our students as research assistants and in advanced elective studios. Many of these projects are community oriented, collaborative, and involve travel programs that offer students a range of possibilities to engage global and local issues through direct contact with the places and people most affected.

FACULTY

Our full-time faculty members have extensive teaching experience. They are engaged in diverse yet complementary research within the discipline of landscape architecture and interdisciplinary academic and professional discourse. The adjunct faculty members of the department are active participants in professional practices that engage a broad spectrum of contemporary issues central to the discipline. Additionally, they are incredibly adaptive and resilient to new curriculum and pedagogical methods. For example; during the height of the pandemic when the institution made a decision to shift all courses online, every faculty member made an incredible effort to adapt their courses to online learning platforms in ways that made the required types of making and learning possible. This massive undertaking was a huge challenge, and one they saw as an opportunity rather than an obstacle.

5. Describe Current Weaknesses and Challenges

STUDENT SUPPORT AND FINANCIAL AID

The institution has been slow to recognize and respond to the financial needs of graduate students, specifically our domestic students. Even though there have been substantial increases in the financial aid offered to both domestic and international students in the past two admissions cycles, many of our students still cannot afford tuition along with the steadily increasing cost of living. Similar to the challenges in our 2015 SER, the lack of full tuition waivers and living stipends negatively impacts our ability to recruit our highest-ranked applicants. They often choose other programs in response to more generous offers. The lack of aid has negatively impacted our ability to attract and enroll domestic students and support international students that do not qualify for US federal financial aid or private education loans to support themselves.

BUDGET + COURSE FEES

The department's Operating Budget supports our minimal needs and leaves the department with few resources to support faculty and student engagement with the professional organizations of our discipline, cultivate better alumni relations, or promote the program or its student's work. In 2016, RISD instituted "course fees,"

where students pay a \$600 fee that should cover all required course materials, equipment, and travel experiences. The Landscape Architecture Department has been one of the largest graduate programs at RISD since 2015 but receives one of the lowest course fee budgets out of its 21 departments. For example, in the academic year 2019/20, the department was allotted \$15,400 for 75 students in 53 sections of studios and seminars to cover all materials and travel expenses. Simple math will tell you that this number was grossly low. Our faculty and students are incredibly resourceful, but the lack of course fee funds has significantly impacted what was possible for our faculty to accomplish in their courses. While the fees distributed to the department have increased since 2020, they still do not meet the value that our students are paying each year. The biggest challenge is a lack of transparency around which departments get how much in course fees annually.

FACULTY

Full-time faculty, especially during the height of the pandemic, took on roles and responsibilities that fell well outside the scope of their contracts to ensure the success and endurance of the department throughout the challenging times. While RISD's Landscape Department has been fortunate to expand its full-time faculty team since its last SER, we have become increasingly aware that even with seven faculty, it's impossible to meet the department's necessary operational and academic demands. Even with the department returning to most pre-pandemic operations, the lack of additional full-time faculty, increased operating budget to compensate part-time faculty for departmental support work, and administration support has fatigued our faculty and leadership.

FACILITIES

Overcrowding for students and faculty has been a significant issue for the department since our student enrollment; full-time and part-time faculty numbers have increased since the last review. Resolving these issues has been a priority since the department's previous review which is why the department was given the opportunity by the institution to move its facilities and studios across the Providence River to 159 Weybosset Street in downtown Providence to a space more conducive to its pedagogical and operational needs.

STUDENT ENGAGEMENT

Due to many factors like the pandemic, the pivot to online learning for over a year, social unrest, lack of full-time faculty, lack of institutional administrative support, and increasing academic and advising responsibilities, it has been challenging for faculty and leadership to dedicate enough time to engage with students across all cohorts and committees consistently. The continued success of our department depends on the voices and perspectives of our students, which is why we intend to make discussions and listening sessions a top priority moving forward. Additionally, we will make a concerted effort to support social events throughout the year to celebrate the culture of the department and support comradery amongst students and cohorts.

ALUMNI ENGAGEMENT

Similar to student engagement, there have been challenging factors making it difficult to engage our alumni as much as we would like to. While we have made a concerted effort to increase awareness of our alumni through digital platforms like instagram and our websites, the department intends to prioritize the organizing of special events for alumni, faculty and students to share professional activities, socialize, and network. Additionally, we would like to establish a new framework for portfolio reviews and professional advising that engages our alumni as panel participants.

COVID-19

The department has returned to an in-person curriculum after having most class modalities online or hybrid from SS 2020 - SS 2021. During that time, we were forced to pivot all of our curricula into online learning management systems and figure out how to help our students continue their studios and making practices from home. We are fortunate not to have lost any of our students or faculty members during that time. Still, we have found it incredibly challenging to regain the hands-on, embodied experience that our program is known for. The faculty is planning many tweaks to our core curriculum to encourage more of these practices and get incoming and enrolled students more comfortable working in the studio and experimenting with materials.

6. Describe any Substantial Changes in the Program Since the Last Accreditation Review

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM) DESIGNATION

In 2016 RISD's Master in Landscape Architecture degree programs became STEM-eligible. This important step supports our students in opening up critical opportunities for practical and professional experiences. We believe these opportunities will not only positively impact our own students, but also the field of landscape architecture more holistically through the direct promotion of cultural diversity and appreciation.

The STEM OPT Extension program affords eligible international students holding F-1 visas, upon completion of a STEM-designated degree, the opportunity to extend their stay in the United States by 24 months (allowing for a maximum of 36 months total) to obtain advanced training in their field – enhancing our students' overall educational experience and helping to bridge their experience between academia and practice.

CURRICULUM CHANGES TO HISTORY-THEORY SEQUENCE

The proposed changes to the history + theory curriculum in our MLA 1 and MLA 2 degree programs represent the first of two phases that support an ongoing effort to strategically strengthen the course sequence by focusing on more global and non-western concepts. LDAR has collectively worked for over four years to thoughtfully develop these changes that support our department's culture and how our students learn and apply curriculum to their practice at RISD and beyond. Additionally, these changes will provide an elective course for first-year MLA 1 students. Our goal is to support a curriculum that represents the future of the landscape architecture discipline and our department's mission—the emphasis of each being social equity and inclusion.

The phasing of our new history and theory curriculum sequence will be described in detail in Standard 3: Professional Curriculum. The phase 1 changes will be implemented beginning fall of the academic year 2022/23.

JOINT MASTER IN LANDSCAPE ARCHITECTURE + MASTER IN MARINE AFFAIRS

Coastal environments are undergoing dramatic ecological, social, urban and climatic transformations worldwide. Addressing these complex issues requires thinking at the intersection of design, planning, marine and coastal sciences, policy, and law. Increasingly, these challenges will be taken on by professionals who are trained to operate across these multiple disciplines. Starting in Fall 2020, the Landscape Architecture Department at the Rhode Island School of Design (RISD) and the Marine Affairs program at the University of Rhode Island (URI) launched a unique joint degree graduate program to train students to fill this role and meet these challenges.

Through this joint degree program, students earn both a Masters of Marine Affairs (MMA) and a Masters of Landscape Architecture (MLA) degree. Students matriculated in the joint degree program will be allowed to double count credits to satisfy the requirements for each individual program. This joint degree program allows Landscape Architecture students at the Rhode Island School of Design to enhance their design training with education in coastal and marine social science, economics, policy, planning, and law. Students will broaden their understanding of complex marine related issues such as climate change and ecosystem management and related policy considerations. Graduates from this joint degree program will be uniquely positioned to address some of the most pressing planning, policy and design issues in coastal and marine environments.

7. Describe Who Participated

All LDAR faculty, students, and administration participated in the development of the SER over the past three years in the following ways:

- Faculty meetings were scheduled monthly during the past three academic years that included the full time and part time faculty. Portions of each meeting were dedicated to discussing curriculum, equipment, facilities and student experience in relation to meeting the goals established in the 2015 SER.
- The organization of small full-time faculty committees dedicated to the development of curriculum, specifically our materials and history/theory sequences.
- Portions of the 2015 SER prepared by Scheri Fultineer, Elizabeth Dean Hermann, Emily Vogler, Suzanne Mathew and Colgate Searle are referenced in this report.
- Full-time faculty Johanna Barthmaier-Payne, Emily Vogler, Elizabeth Dean Hermann, and Tiago Torres-Campos directly contributed text to the SER.
- The Department Head, Johanna Barthmaier-Payne, met regularly with the Dean of the Division of Architecture and Design, Scheri Fultineer, and the office of Academic Affairs to discuss issues relevant to our accreditation and to report on progress in the preparation of the report. Academic Affairs supported this effort by supplying necessary institutional and departmental data along with funding to compensate student assistantships to help with the development of the SER, and design and materials for the exhibit.
- The Department Administrative Program Coordinator, Jason Villapando maintained departmental records necessary to accreditation and acted as liaison with the college at large to compile data necessary to the report including: budget information, student and faculty information, facilities specifications, and material and technical information.
- Computer Lab and Model Shop Technicians Dan Lilly and James Dean contributed information on shop equipment and resources in the labs.
- Students assisted in maintaining the cloud based Student Work Archive that started in 2016, assisted in the selection of student work for the archive, participated in the preparation of the department accreditation exhibition, and participated in small group meetings throughout the last three years with the Department Head and Graduate Program Director to discuss curriculum and department issues.

Department Of Landscape Architecture
RHODE ISLAND SCHOOL OF DESIGN

Program Mission and Objectives

Compiled for the LAAB / ASLA
SEPTEMBER 2022



1. PROGRAM MISSION AND OBJECTIVES

1A. PROGRAM MISSION

Our mission at RISD is to prepare innovative, ethical, and inspired designers who will address the increasingly complex social, political and ecological issues facing the world while leading in the realms of critical making, professional practice, intellectual discourse, education, and policy making, and contribute to the advancement of landscape architecture while challenging and expanding the boundaries of the discipline.

1B. EDUCATIONAL GOALS

Our academic goals directly support our program's mission and are shaped, in part, by our being situated within an art and design institution, by our home institution's mission and strategic plan, and by our geographic location on the shores of Narragansett Bay and the Atlantic Ocean.

1. Critical Making

To promote the concept of critical making, a concept that embraces both the hands-on and digital, positions thinking, making and reflection as inseparable acts, and builds opportunities and means for students to move forward with their work when faced with uncertainty and the unknown.

2. Design Research

To guide our students in understanding design as research and an iterative process where creative exploration and more science-based experimentation are inextricably linked and interwoven throughout the development of the work.

3. Material Experimentation

To foster material exploration as a form of design research and to build the material, structural and performative confidence and proficiency needed for the manifestation of ideas; and to encourage our students to extend this exploration into other art and design disciplines so as to understand and challenge conventions.

4. Artistic Expression

To encourage our students to explore and trust the power of their own imagination, and to seek meaningful dialogue and collaboration between their creativity, values and personal expression and the innate needs, processes, creativity and visual expression of non-human systems and species.

5. Environmental Impact

To instill in our students a strong environmental ethic; an awareness of the environmental implications of their designs through an understanding of the systems and scales of interconnectivity within which their work will exist; an understanding of the global climate crisis we now face; and to impress upon them the idea that lasting positive change within the world can happen at all scales of site, strategy, materials and action.

6. Coastal And Riverine Systems

To immerse our students in a deep understanding of coastal and riverine ecosystems and their points of convergence; of the critical relationship between these and human settlement, land use and economies; of the challenges these ecosystems face through ongoing urbanization and environmental degradation; and of their vulnerability to the worsening impacts of climate change.

7. Social Justice

To ensure our students have an understanding of and willingness to engage with questions of social equity, environmental justice, accessibility, inclusion and privilege; that they are aware of the social and economic impacts of design; that they maintain a critical perspective on the values embedded in their own work; and that they enter their professional lives with integrity.

8. Theoretical And Historical Foundations

To ensure our students have an understanding of how human societies in the past have valued, shaped and interacted with their landscapes, and how an analysis and critique of these legacies and practices might inform appropriate, ethical, and ecologically-regenerative aspects of their work moving forward.

These educational goals reflect and support the values and commitment articulated in our mission statement. We evaluate our success in meeting these goals by the work students do throughout the program, by the choices they make in the years following graduation, the professional, creative and intellectual roles they play both within and beyond the discipline, and the feedback we get from alumni and employers. Our students are recognized as unafraid, as leaders, as dedicated to hands-on making while highly skilled in digital technology, and for being driven by a commitment to ecological and social responsibility.

1C. EDUCATIONAL OBJECTIVES

- In each core studio, students will demonstrate an understanding of materials, their composition, and their formal, spatial and tectonic manipulation.
- From the start of their program onward, students will be introduced to and demonstrate an understanding of ecological, hydrological, and geomorphological systems and the interactions of cultural and ecological forces that have shaped the landscape over time.
- Students will demonstrate a critical understanding of the theoretical and historical foundations of the discipline through the way in which they frame and analyze their own work and the work of others.
- Students will acquire and demonstrate skills in utilizing abstract concepts, systems thinking, and the translation of ideas between scales, materials, and contexts.
- Students will demonstrate an understanding of the performative implications and meanings conveyed by formal choices and transformations in their work.
- Students will demonstrate an understanding of the short and long-term environmental implications of their design choices.
- Students will engage in, lead and reflect upon discussions about their work with regard to issues of inclusion, accessibility, social and environmental justice, values, implicit bias, gentrification and inequity.
- Students are expected to articulate their stance and demonstrate authorship of ideas and propositions by clearly presenting their process of exploration and logic of their decision-making.
- Students will acquire and demonstrate a command of digital technology needed for professional practice and advanced research.
- By the end of their program, students will demonstrate the ability to conduct self-guided design-based and scholarly research that can contribute original thinking to the discipline's discourse.

Evaluation of our goals and objectives is an important part of discussions at regular faculty meetings throughout the year and at our faculty retreats. In each, faculty reflect on their courses for the academic year and discuss as a group issues that need to be resolved and

our observations on where we are meeting our goals and what needs to be adjusted. The latter is an ongoing discussion, amplified by the disruption of COVID and the two-year transition to online teaching, as well as our changing student demographics. In addition, the department holds an on-campus biennial exhibition of student work which, along with the 5-year cycle accreditation show, gives an opportunity to visually review the overall work of the department. Finally, we rely on feedback from our students' employers to know that our goals are being met and our objectives are effective over the long term.

1D. LONG-RANGE PLANNING PROCESS

The program has a long history of regular review and adjustment of our mission and methods of implementation. Review of current offerings, proposed changes, and discussion of the plan occurs during monthly department meetings, in smaller faculty subcommittees, and in our faculty retreats which occur as needed. All reviews and adjustments are driven by our internal mission and goals and by the college's goals as outlined in *NEXT: RISD 2020–2027*, which began implementation in 2019.

The department began development of a new long-range strategic plan at the same time under the former department leadership of Emily Vogler and then current Department Head Johanna Barthmaier-Payne. This latest long-range plan has coincided with the pandemic and a changing demographic within our student body. Partly due to world events and partly due to the department's desire to increase the diversity of our student body, we are re-entering a period where we have fewer Asian students, at least half of our entering students may be domestic, and where many may not come from a previous landscape architectural or design background. This alone has created a need to ensure again that the curriculum serves all students. The current planning process has involved four key revisions:

1. Course sequencing of core requirements so as to better integrate core studios with the critical skill building seminars and workshops needed to successfully reach the program's goals for each academic term;
2. Decolonizing our curriculum overall in keeping with our institutional charge and our own commitment to social equity and inclusion;
3. Reconceiving our History/Theory sequence and core objectives for these courses so as to address the

critical discussions of our time, expand beyond the more western-centric landscape architecture canons; integrate these courses more closely with practice; and allow students more choice in how they approach these topics without compromising the program's core pedagogical objectives;

4. Ensuring that each core studio has a full-time faculty involved in its planning and teaching.

Implementation of this long-range plan was initiated in Fall 2019, was then interrupted by two years of Covid, and is expected to be approved by Spring 2025 and to be fully in place by Fall 2025. Evaluation of the changes and their effectiveness in reaching our overall program mission and goals will be carried out during the semester in regular discussions between each student cohort's faculty for that term; and at the end of the term in written course assessments and discussion of the findings by all faculty in the final faculty meeting of the semester.

For any proposed changes to our program, the Department Head must consult and coordinate with the Dean of the Division of Architecture and Design and the Provost to foster alignment of the department's goals with those of the divisions and the institution. Any substantial changes to curriculum must be reviewed by the Curriculum Committee and approved by the Dean and Provost.

1E. PROGRAM DISCLOSURE

Program information is disseminated through the annual edition of the Rhode Island School of Design Course Announcement: risdregistrar.wordpress.com/course-announcement

And the following on-line resources:

- risd.edu
- risd.edu/academics/landscape-architecture
- risdlandscape.com

Information in these sources includes program curriculum, course descriptions, faculty profiles, LAAB accreditation status, academic standards and processes, application procedures, and tuition fees. Every effort is made to ensure that the information is accurate and timely.

Department Of Landscape Architecture
RHODE ISLAND SCHOOL OF DESIGN

Program Autonomy, Governance, and Administration

Compiled for the LAAB / ASLA
SEPTEMBER 2022



2. Program Autonomy, Governance, and Administration

2A. PROGRAM ADMINISTRATION

RISD's Landscape Architecture Department is a stand alone, recognizable unit within the Division of Architecture and Design. The division Dean oversees seven departments: Landscape Architecture, Architecture, Apparel Design, Furniture Design, Graphic Design, Industrial Design, and Interior Architecture. Each department is responsible for its own programming, curriculum, and budget. The division Dean is overseen by the Provost.

The Department Head holds the appointment of Associate Professor in Landscape Architecture. In accordance with an enrollment formula set in the current Rhode Island School of Design Full Time Faculty Bargaining Contract, the Department Head is supported by a Landscape Architecture Department Graduate Program Director (GPD) at any faculty rank. Both the Department Head and the Graduate Program Director contracts are three years in length. These contracts can only be renewed through faculty, Dean, and Provost approval.

Department Head Responsibilities include:

- *Course Tables:* Project and advocate for Teaching Units necessary to meet program requirements in response to annual enrollment levels and curricular adjustments.
- *Faculty Planning:* Initiate full-time and visiting assistant professor faculty search requests; recruit and recommend qualified candidates to serve as adjunct faculty to the Dean and Provost.
- *Faculty Evaluation:* Review and evaluate full time faculty performance in accordance with institutional procedures.
- *Program Planning:* Schedule, chair, and set agendas for monthly department faculty meetings and workshops; initiate curricular discussions and workshops.
- *Admissions:* Appoint and chair MLA Admissions Committee.
- *Program Accreditation:* Meet ASLA and CELA reporting obligations; represent the program at annual Conference Administrator's Meetings; direct LAAB Accreditation processes.

- *Administrative and Program Committees:* Represent the program at the Divisional Department Head Committee, and the Department Head Committee
- *Administrative Processes:* Attend annual administrator's workshops addressing institutional procedures, programs and initiatives; disseminate this information to program faculty.
- *Institutional Events:* Represent the program at Convocation, Commencement and additional institutional events as requested by the President, Provost or Deans.
- *Budget Administration:* manage program budget; approve all expenditures.
- *Capital Fund:* Propose Capital Fund requests for program needs; coordinate with other Department Heads to strategize requests for shared resources.
- *Faculty and Administrator Searches:* Participate in searches.
- *Supervise Staff:* Supervise Administrative Program Coordinator and BEB Computer Lab Technician; coordinate with Architecture Department Head in the management of staff issues that impact shared resources.
- *Assign and Co-ordinate Departmental Academic Advising.*
- *Teach:* The Department Head in Landscape Architecture currently has a 2 TU release from teaching; extraordinary demands such LAAB Accreditation may trigger an additional 1TU release.

Graduate Program Director Responsibilities:

- Develop and recommend general policies regarding graduate education at RISD.
- Co-Chair program Admissions Committee.
- Coordinate with the Director of Financial Aid to allocate Fellowships.
- Assign Assistantships.

- Liaise with Graduate Admissions Director regarding all admissions events
- Lead admissions recruitment efforts; open house and admitted student events and Q+A's
- Liaise with GPDs and RISD Exhibitions regarding Convocation and Commencement Planning; grad show exhibit, thesis book signing.
- Coordinate departmental Teaching and Research Assistantships each semester. Liaise with the Dean to project and advocate for an adequate annual assistantship budget.
- Coordinate with the Director of Academic Administration to manage assistantship contracts and payments

2B. INSTITUTIONAL SUPPORT

Faculty Funds + Fellowships

Funds and fellowships to assist full time and part time RISD faculty for purposes of professional development are listed below. Institutional assistance with developing externally funded grants has increased in the period under review. Institutional funding for participation in conferences, symposia, and other professional events that require travel is limited but growing. Full time pre-critical review faculty members are allocated \$750 annually through the Faculty Material Fund. Full time faculty past critical review are allocated \$500 annually through the faculty material fund. Beginning in 2021, RISD provides all new full time faculty hires with a 1 TU release to support research initiatives in the first year of the first contract and a \$5,000 research stipend. Full time faculty and departmental administrative coordinators are provided with brand new laptops every three years. External monitors, dongles, keyboards and mice are provided free of charge as well. There is a choice between Apple and PC operating systems. Digital programs requiring administration, research, and academic purposes are provided free of charge including: Rhino, AutoCAD, VRAY, GIS, Adobe Suite, Microsoft Suite, Canvas. Faculty in the Architecture and Landscape Architecture Departments are supported by a Computer Laboratory Technician that offers technical assistance, configures new systems, and administers program licenses.

The other institutional funds and fellowships are awarded through a competitive application process and are open, with some qualifications, to the entire RISD faculty. Application operates on an annual cycle. While this offers faculty the opportunity to pursue a wide range of development activities, it favors individual or small group proposals that can be accomplished over shorter time spans. The External Funding + RISD Research Office assists faculty with researching, writing and administering grants whose sources are external to the institution.

Professional Development Grants and Fellowships:

- Academic Enrichment Fund
- Cho Fund
- Color Lab Faculty Fund
- Conference and Presentation Fund
- Education in New Technologies Fund
- New Faculty Research And Development Grants
- Part-Time Faculty Education In New Technologies Fund
- Faculty Research Fellowship at the RISD Museum
- Graduate Research Assistantships
- Kyobo Fund
- Professional Development Fund
- SEI Conference and Presentation Fund
- RISD 2050 Fund
- SEI Programming Fund
- SEI Deconiality Teaching in Action Fund
- SEI Research Fund
- Turner Theatrical and Performance Fund
- Somerson Sustainability Innovation Fund

Student / Faculty Course Ratios

The average student/faculty ratio in landscape architecture studios is 12:1. Advanced elective studios may be smaller or larger in response to the unique objectives of the studio. Funded studios, interdisciplinary studios, or travel studios occasionally have cause to target a specific class size considered most effective for the studio project or logistics. First year core studios are typically smaller class/section sizes to ensure there is adequate attention provided to new students. Normal studio enrollment at RISD ranges from 10 - 14 students. If strong reasons exist to allow studio enrollment to exceed this limit, additional faculty are added to the course so that the consistency and depth of faculty/student dialogue necessary to our instructional methods is maintained. Under 10 students in a course section are considered "under enrolled". If a studio course section is smaller than 10 students, the registrar is required to cancel that section.

Student Support

RISD funding for graduate student support is increasing but is still below that of many comparable art and design schools. The institution is making a stronger effort to increase financial aid awards to graduate students. Although we are able to offer substantial and full fellowships to a growing number of applicants, we lack the ability to offer living stipends. This negatively impacts our ability to recruit our highest ranked applicants who often choose other schools in response to more generous offers.

Additional support for students comes from Graduate Research Assistantships allocated by Graduate Studies, as well as assistantships offered by the RISD Museum, the Edna Lawrence Nature Lab, and externally funded research projects administered through RISD Research Office and The Center for Complexity. Work-study employment is available to our students for jobs within the department, the library, the RISD Museum, the Nature Lab, the computer lab, and the model shops.

Graduate Research Assistantships are now awarded through a bi-annual process of faculty application to Academic Affairs through Professional Development Funds. This arrangement provides additional funding for research assistantships and offers students access to interdisciplinary research opportunities across the institution. It, however, makes strategic planning to allow departmental faculty and student access to multiyear support for discipline-specific projects challenging. Additionally, each faculty member in the department is provided with one research assistant annually through its assistantship budget. Faculty are also able to support research assistants through externally funded research grants, administered by RISD Research.

Our hope is that a balance can be struck between program-specific needs for student funding that can benefit the recruitment of students desiring multiyear funded research assistantships in discipline-driven projects associated with curricular objectives of their program and institutional goals to promote interdisciplinary research opportunities for all of RISD's graduate students.

Personnel Support

The Landscape Architecture Department is directly supported by the following personnel:

- (1) full-time Administrative Program Coordinator
- (1) full-time Computer Lab Technician for the BEB Computer Lab.
- (2) full-time BEB Model Shop Technicians.

Additional support is provided by the staff of the Office of Information Technologies, Facilities, RISD Career Center, the Arts and Language Center, the library, the Nature Lab, RISD Research, Academic Affairs, the office of Institutional Engagement, the office of Alumni Affairs, RISD Facilities, RISD Media, all of whom assist students and faculty to achieve program goals and support us in our pedagogical mission and day to day operations.

2C. COMMITMENT TO DIVERSITY, EQUITY, AND INCLUSION

The Department of Landscape Architecture participates in university and disciplinary wide efforts to recognize and promote diversity and social, equity and inclusion, broadly defined, as fundamental to our learning community and integral to an art and design education. Since our 2015 SER the department has upheld the values and vision of our SEI Center and Strategic Plan through the following efforts:

- Continuing our commitment to engage with RISD's Center for Social Equity and Inclusion where many of our faculty and administration participate in workshops and training around inclusive pedagogies.
- A joint faculty search was conducted between the Interior Architecture Department and the Landscape Architecture Department in AY 2021/22 resulting in the appointment of Fatema Maswood as Assistant Professor in Race in Art and Design. This search was supported by the Center for Social Equity and Inclusion through the cluster hires launched in 2020.
- Prioritizing the hiring of people of color for full time, term Visiting Assistant Professors, part time, and administration appointments.
- Prioritizing students of color in our admissions process, and ensuring that full or significant fellowship aid is provided.

- Pursuing changes within our history and theory sequence to decolonize our curriculum and consider more global, interdisciplinary perspectives to landscape and design. Phase 1 curriculum development will be implemented in fall 2022.

In evaluating our department's commitment to Social Equity and Inclusion, the following objectives and expectations were established:

Empathy and Individual Behaviors

How do we as a community of educators and administrators address our lack of understanding of the experiences of Black people, Indigenous people, people of color, LGBTQIA+ people, and other underrepresented, misrepresented, and oppressed groups?

- Implement opportunities for students to introduce their backgrounds and previous professional experiences to their peers and faculty at the beginning of each course. It is important that we are establishing an environment of mutual respect where both faculty and students can meet as individuals that all have valuable contributions to make to the class. Additionally, power relationships inherent in the classroom need to be understood by all.
- Create supportive environments within our department and in others at RISD for Black, Indigenous and Students of Color to relieve feelings of isolation and thrive in our department/discipline.
- Critically evaluate as a community, the boundaries and appropriate interpersonal behaviors between Students, Faculty, and Staff.
- Advocate for implicit bias training for faculty, students and staff and provide ongoing support to improve their aptitude, ability, and willingness to engage in meaningful critical conversations about racial issues in multiple academic, and casual contexts. This includes guidance around crit culture and group discussion.
- Advocate for admissions committee-Specific bias training and screening.
- Create a structure for ALL LDAR faculty to take the SEI faculty workshops AND encourage faculty to apply to teach Graduate Commons Classes to take on issues of landscapes and power, environmental justice, and community engagement.

Systems and Protocols

How do we as a community of educators and administrators address historic systems that reinforce oppression in our education system?

- Critically evaluate and Implement, with students and faculty, techniques for creating healthy group discussions and critiques, and make sure all voices can be heard, and support those that feel uncomfortable or unsafe;
- Increase opportunities for small group discussions around departmental operations and issues of inequality with students, faculty, the Department Head and Graduate Program Director (in order to increase access for students who are less comfortable speaking up, advocating for themselves, or connecting to peers and faculty, in a larger group). Increase student engagement in efforts around studio culture discussions. Work consistently with our student ASLA group and other student working groups to foster a supportive and inclusive studio culture that brings students together around common interests.
- Organize biannual faculty and staff retreats for training, workshops, curricular/departmental discussions around equity and inclusion in our department.
- Critically examine bias embedded in our evaluation systems, build in transparency and equity that supports diverse methods for learning and making. Ensure that each faculty member, full and part-time, understands and implements the evaluation criteria.
- Evaluate bias embedded in expectations for writing, research, and overall "academic standards".
- Evaluate systems of meritocracy and systems of selection based on meritocracy (for awards, for recommendations, for assistantships, for funding). LDAR faculty need to establish inclusive protocols and transparency into how students are selected for departmental opportunities.
- Advocate for Increased access to mental health support for all students, and advocate for our mental health counselors to be trained to understand and engage issues that BIPOC and other marginalized groups typically face.
- Advocate for increased fiscal and advisorial support for first-generation college students, DACA students, students from low-income families to grow in our discipline and others at RISD.

- Advocate for increased support for BIPoC, LGBTQIA+, International students, and other and all underrepresented communities.
- Advocate for procedures developed by a BIPoC inclusive body for students, staff and faculty to relay instances of bias and discrimination to administrative bodies for immediate action and/or mediation.

Curriculum and Cannon

How do we as a community of landscape architects address historic systems that reinforce oppression in public space? And that reinforce Eurocentric histories and theories in our disciplinary canon?

- Ensure that students understand that the research and design of landscapes is an act of power, and in the case of public space, the ethics and context of control, oppression, segregation, and marginalization need to be understood.
- Critically evaluate the range of places and contexts our students are working with. As a context and site-based discipline, we are already set up to learn from a diverse range of global contexts. In the future, we can be more deliberate and careful about choosing those sites to both make sure they are exposed to an array of communities such that they have an expansive view on who the constituencies are for their work and how to understand and address their needs.
- We will encourage our students to learn from multiple perspectives and become critical/curious consumers of historical frameworks and content addressing social and environmental justice.
- Ensure that students acknowledge the contextual past, present and future of the cultures and sites that they work and design within. We will educate students to understand how to read cities and rural environments as products of historical and present current day forces and processes that, in the case of the United States, include racist policies that explicitly sought to control and segregate populations by white supremacist actions.
- Ensure that the Department and it's faculty offer students alternative models of practice that do not necessarily follow the traditional fee for service model of the design firm that works predominantly in the private sector. We would do this so that our students are able to cultivate a practice that expands the profession on their terms and allows for a diversity of concerns to be expressed in their work and in diverse contexts.
- Advocate for more cultural exchange as part of the educational experience so that students and faculty are exposed to different methods of knowing, doing, thinking, making, and relating. This should be both at the department and institutional level as co-taught studios, exchange programs with other schools, traveling studios to other regions of the United States and abroad, and through lasting partnerships within our own Providence community.
- Maintain annual evaluations of our curriculum throughout each sequence and degree program, specifically in our studio, history, theory, and ecology sequences;
- Advocate that All faculty working with communities as part of their research practice should have training in sociological methods for working with human subjects. We need to advocate for the resources for this training.
- Advocate and require that all curriculum where the subject matter of a course is centered around BIPoC communities, or where you are collaborating directly with BIPoC communities, need to include training in working with human subjects and unfamiliar contexts.
- Critically evaluate how faculty and students refer to and understand the blanket use of the terms "the user(s)" and "program" in reference to the people a design hopes to engage with or attract. They are ingrained in the vernacular of our discipline to simplify intention but are sterile, generalized ways for referring to the communities we work with, effectively allowing designers to avoid real contextual inquiry.
- Embed our department in long lasting local community and institutional relationships; including agencies and advocacy groups within environmental, cultural, and education sectors.
- Support in-class visiting lecturers by BIPoC from multiple areas of practice and geographic locations.
- Consistently organize interdisciplinary lecture series that highlight BIPoC design firms and designers that are working on issues related to social equity, inclusion and diversity and support symposium structured around similar themes.
- Critically evaluate the role that typical, and oftentimes generic landscape architecture visualization plays in encouraging systemic racism in the built environment. Critically discuss the power that visualization has in the decision making around public space;

- Develop a growing list of readings, podcasts, films, lectures, and other media that improve our understanding of BIPOC in design and the intersection of race and the built environment. Require that faculty include relevant resources into syllabi.
- Develop a growing list of BIPOC artists, practitioners and academics in Landscape Architecture and other related fields of design. Require that faculty include relevant resources into syllabi.
- Develop a growing list of Landscape Architecture and interdisciplinary design case studies and research by BIPOC. Require that faculty include relevant resources into syllabi.

Representation

How do we as a Department of Landscape Architecture increase representation of BIPOC people in our students AND faculty?

- Promote the discipline, the department and any financial aid or scholarship opportunities through more directed recruitment and exposure efforts.
- Advocate for specific financial aid commitments for BIPOC that are from New England.
- Advocate to provide multiple, significant financial aid commitments above and beyond what is currently allocated to specifically support BIPOC in the Landscape Architecture Department.
- Advocate for financial scholarships for BIPOC in LDAR for wintertime, summer travel courses and other privileged opportunities at RISD, and encourage ongoing RISD GLOBAL curriculum proposals by LDAR faculty.
- Increase representation among BIPOC within LDAR's faculty by developing more targeted recruiting methods for both full time and part time faculty and support cluster hires specifically within our department. Implement a more transparent faculty search process that is represented by external Landscape Architects or other relevant practitioners outside of the institution.
- Publicly advertise term appointments and ensure that there is a concerted effort to advertise these positions in academic forums represented by BIPOC.
- Advocate for annual visiting faculty fellowships specifically for BIPOC in LDAR that promotes rising academics.

- Advocate for support mechanisms for BIPOC and LBTQIA+ faculty to ensure they are able to thrive in our department and grow into successful instructors at RISD and in their future academic careers.

2D. FACULTY PARTICIPATION

The full time faculty at RISD participate in the governance of the institution and the setting of its procedures through their faculty associations and through their participation in monthly faculty meetings they are contractually required to attend and where issues of importance to the institution are presented and discussed and changes in procedures are presented and voted upon.

The annual budget for the institution is set by the Board of Directors and allocated through the Office of Academic Affairs. Department resources are negotiated with the Dean of the Division of Architecture and Design. Teaching resources, in the form of Teaching Units (TUs) are allocated in response to larger trends in institutional funding and to department enrollment. These have increased for the Department of Landscape Architecture during this SER period.

The Department Head consults with full time faculty members to determine the level of TUs necessary to the program and advocates for those resources to the Dean. Once allocated, the Department Head consults with the faculty to determine the best ways to utilize these resources to achieve curricular objectives in the distribution of teaching responsibilities among the full time faculty, the distribution of teaching assignments to adjunct faculty, and to determine the composition of teaching teams. Both full time and part time faculty work with the Department Head to recommend new adjunct faculty when program enrollment or curricular changes require additional instructors or instructors with specific skill-sets.

Full time and adjunct faculty members participate in the preparation of the department's annual Capital Fund request by contributing their proposals for needed equipment, renovations, or technologies and by approving the final request submitted by the Department Head.

The department budget for operational expenses has increased appropriately over the course of this SER period to account for steady enrollment, increased full time and part time faculty, course fee and other operational requests. The faculty works together to align objectives and needs so that we may work effectively

within our constraints. Faculty members meet frequently with the Department Head to discuss proposals and make requests for resources on an on-going basis.

In fall 2021, the Landscape Architecture Department voted on collaborative governance protocols that ensure fair and equitable decision making.

Opportunities to access institutional resources are posted directly to the faculty and are re-iterated in department faculty meetings where departmental resources are discussed.

All RISD full time and part time faculty belong to Faculty Associations. Appointments and promotions are governed by the terms of their respective association's Collective Bargaining Contract with the Board of Trustees. RISD does not have tenure. The Collective Bargaining Contract mandates a series of graduated appointments progressing as follows:

- Two one-year appointments
- Two three-year appointments
- A series of five-year appointments

Reappointment and promotion operate through a process of formal review of the faculty member by their Department Head, Division Dean, and the Committee on Faculty Appointments. The latter consists of senior faculty from all divisions of the school. Criteria for evaluation include course syllabi, contractually mandated student evaluations, classroom teaching effectiveness, evidence of student work, evidence of professional accomplishment, a faculty statement, and college service. The faculty member's immediate supervisor discusses the findings of their evaluation with the faculty member before sending it on to the next stage of evaluation by the Dean and Committee. Faculty members have the right to appeal through procedures governed by the Collective Bargaining Contract. The review prior to the first five-year contract is 'critical review' which is equivalent to tenure. After successfully passing this threshold, the burden of cause for dismissal falls upon the school and elements of the evaluation process may be waived.

2E. FACULTY NUMBER

The Department of Landscape Architecture currently has a faculty of two professors and one associate professor. Two Assistant Professors are serving on one-year appointments. The number of adjunct faculty teaching in the program reflects enrollment levels. In this SER period the number of adjunct faculty have fluctuated between a low of 12 and current high of 20.

Faculty Planning

RISD is a tuition driven school. Faculty appointments are closely correlated to program enrollment. The growth in the landscape architecture program enrollment in this SER period has allowed us to expand our faculty and course offerings and to rely less on courses and faculty shared with other departments. While the latter allowed students and faculty interdisciplinary engagement, it frequently came at the expense of the opportunity to teach discipline-specific material and skills and made us vulnerable to changes in the curriculum and course content of the collaborating department.

As a graduate program, the department has historically operated with a maximum of four full time faculty appointments augmented by one-year full-time term appointments and appointments shared with the Department of Architecture. Faculty members holding full-time appointments are required to carry 6 teaching units (TU) annually, to serve on at least one college committee and perform college service. All RISD faculty members are expected to remain active in practice or academic work that contributes to their discipline. Part time faculty are permitted to teach a maximum of 4.5 TUs in one academic year. They may advise up to 5 Independent Study Projects or Thesis Projects. Studio courses count for 2 Teaching Units. Seminars and lectures most commonly carry 1 Teaching Unit. Faculty members may receive a release from some, or all, teaching responsibilities through grants or fellowships, in response to additional administrative duties, or through scheduled sabbaticals.

Faculty planning is performed by the Department Head in consultation with the faculty of the department, the Division Dean, and the Provost. The request for a faculty appointment and justification for the request are forwarded to the Dean. If approved, a search committee is formed with a designated chairperson who works with the Department Head to craft a job description for the position. The search then follows procedures set by the institution, guided by the Dean of Faculty. The Search Committee makes a formal recommendation of the finalist to the Provost who most commonly supports the recommendation.

The current Department Head was appointed to the landscape architecture program in 2019. Through a public faculty search in academic year 2021/22, the Department Head was appointed to a full time position as Associate Professor and will continue their administrative Department Head contract until 2025. A request for an additional search was formally made in 2020.

The average student/faculty ratio in landscape architecture studios is 12:1. Advanced elective studios may be smaller in response to the unique objectives of the studio. Funded studios, interdisciplinary studios, or travel studios occasionally have cause to target a specific class size considered most effective for the studio project or logistics. First year core studios are typically smaller class/section sizes to ensure there is adequate attention provided to new students. Normal studio enrollment at RISD ranges from 10 - 14 students. If strong reasons exist to allow studio enrollment to exceed this limit, additional faculty are added to the course so that the consistency and depth of faculty/student dialogue necessary to our instructional methods is maintained.

The adjunct faculty of the department is robust and reflects our strong commitment to practice and teaching site-scale design skills suitable for many types and scales of practice. Their contributions as adjunct professors in practice allow the program resilience to changes in the discipline and changes in levels of enrollment. Their numbers are adequate to achieve the program's mission, but compared to other universities, our teaching unit rate is quite low, and we fear that the department will begin to lose its adjunct faculty.

Additionally, due to contractual limitations of part time faculty responsibilities and also to the demands of practice, the program cannot sustainably meet its mission and goals without a solid core of full time professors whose primary interests and responsibilities are focused on the program and department. We are fortunate to have an outstanding group of five full time faculty annually, but at our current enrollment levels and with institutional and departmental goals of research and interdisciplinary engagement, seven full time appointments would allow the department to pursue these efforts without compromising the core program, advising activities, and the student experience.

Department Of Landscape Architecture
RHODE ISLAND SCHOOL OF DESIGN

Professional Curriculum

Compiled for the LAAB / ASLA
SEPTEMBER 2022



3. Professional Curriculum

3A. CURRICULAR EXPRESSION OF

THE MISSION + OBJECTIVES

The curriculum addresses the program's mission by providing instruction in the core disciplinary skills necessary for the practice of landscape architecture within a pedagogical framework informed by critical making, process-driven design methodology, and material exploration. The objective of the curriculum is to enable our students to contribute with unique creative voices to the practice and intellectual discourse of the field, supported by the disciplinary competencies that allow them to act responsibly as designers and to interact and collaborate with colleagues across a broad spectrum of disciplines.

The objectives of the curriculum are to:

- Educate students in making-based studio design practices that support the generation of innovative design propositions applicable to diversely scaled landscape systems and sites.
- Provide students with diverse and advanced hybrid representation skills that operate as design thinking and visualization tools.
- Provide students with a foundational knowledge of ecological processes, natural systems, and plant materials necessary to inform ecologically sensitive and sustainable design.
- Provide students with design explorations at a 1:1 scale that build technical and design skills in material manipulation, land forming, and structures necessary to develop conceptual design propositions to three-dimensional form.
- Provide students with research skills necessary for interdisciplinary scholarship and practice.
- Introduce students to the theoretical frameworks within which landscape architecture and associated disciplines operate and prepare them to contribute to its expansion.
- Provide students with a broad understanding of the development and scope of landscape architecture's historical and contemporary practice in relationship with the cultural and environmental ideologies that inform and are informed by the discipline.

- Provide students with the communication skills necessary to effectively articulate design concepts and proposals and to work effectively in public, professional, and academic settings.
- Provoke students to develop an ethical stance that guides their present and future work, their engagement with the profession of landscape architecture, and their engagement with their communities, especially in concerns of the environment and social justice.
- Provide students with the knowledge and skills needed to help address the impact of climate change on cities, communities, and ecosystems.

The range of knowledge, skills, abilities, and values the program expects students to achieve by graduation represents our goal to balance the competencies necessary to enter professional practice. The disciplinary skills and abilities in critical making meet the institution's more extensive educational and cultural mission. The aspirations of students enrolled in the program tend to choose RISD's MLA program due to its arts-based teaching methods that are also driven by contemporary social and ecological issues. The needs of our students, the profession, and the world are constantly evolving. That evolution guides the faculty in adapting to the curriculum to respond to changes in social and cultural dynamics, new technologies, new scientific theories, and new conditions in the environment and the built environment. The program's leadership and faculty have identified the goals of our curriculum through discussions in which we consider all of the above through the lens of what we believe we can best and most effectively offer that is consistent with and enriches both the discipline and the mission of our larger institution. The curriculum prepares our students to step into the profession with general preparation in many areas and solid preparation in site-scaled design, ecologically engaged design, materially driven design, land-forming, visual thinking, and representation. At the same time, the curriculum also prepares our students to participate in and contribute to the interdisciplinary discourse of art and design, which is a defining characteristic of RISD.

3.B PROGRAM CURRICULUM

MLA I Overview

The MLA I degree is a three-year program. Entering students are required to take a month-long intensive Design Foundations/Field Ecology in the summer before their first year. The core studio sequence consists of four consecutive studios spanning the program's first two years. Core seminars and workshops, closely coordinated with studio courses, constitute the remaining coursework for students in each semester of the first four semesters.

In the first year, the two required seminars of the five-week Wintersession operate as a bridge between the conceptual focus of the fall studio and the ecologically driven spring studio. One seminar addresses landform and site grading. Currently, a research methodology class is also within the wintersession of the first year. The department is in the process of shifting that course to the Spring of the penultimate year of student's study. For more details on this shift, please refer to section 3D Curriculum Evaluation.

The first semester of the second year of the program continues the pattern of the first year. Free electives are incorporated into the curriculum during the Wintersession of the second year and begin to play an increasingly important role in forming the individual focus of a student's program into the final year.

In the third year of the program students take an advanced elective studio, advanced materials and theory courses, and advanced electives in the department or in other areas of the school. At this stage students are actively preparing for thesis. The final term is dedicated to thesis, professional practice and electives.

MLA II Overview

The MLA II is a two-year degree program. Students take the summer foundations course, first design studio, and Wintersession seminars required of the MLA I. They enter the theory sequence in their first semester, joining second-year MLA I students with whom they take a required Urban Contexts course in the spring.

MLA II students establish a program plan that guides the sequence and selection of their subsequent courses in consultation with the faculty and their academic advisor to reflect on their prior degree and expand their knowledge of the discipline appropriately. This plan guides

their placement into one of the core landscape studios in the spring semester and determines the number of electives open to them.

In their second year, MLA II students join the third-year MLA I cohort in elective studios, advanced theory and materials courses, and thesis and professional practice requirements.

Curriculum and Tracks

Overview

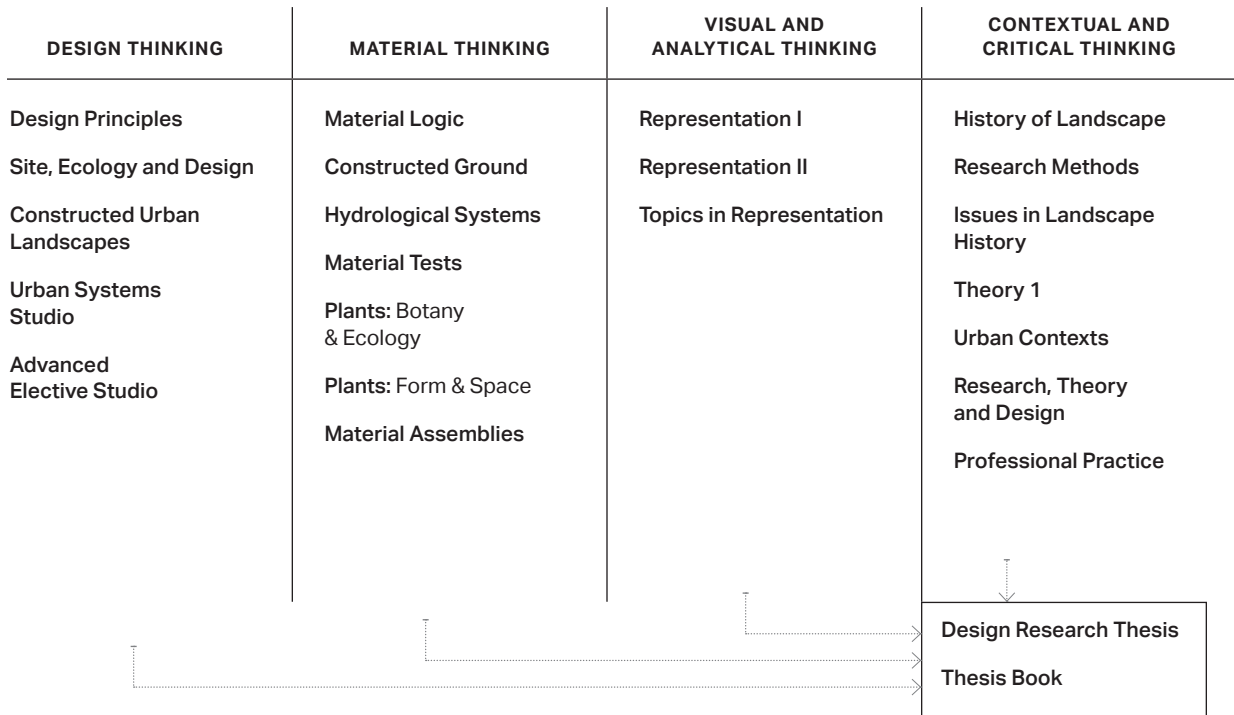
The RISD Landscape Architecture curriculum strives to integrate instruction in the characteristics and workings of the natural and cultural systems that shape the landscape with two and three-dimensional methods of investigating, analyzing, and modeling the physical forces, flows, and structures of these systems and the phenomena they create.

Students thus begin, from their first days in the program, to establish working methods that enable them to understand the physical attributes and dynamic implications of these systems. These methods allow them to develop skills that prepare them to respond with form-making strategies generated directly from systematic observation, analysis, and modeling and synthesize information gathered through diverse methods. Especially important to the program's objectives is that they also gain confidence to explore beyond their preconceptions of what constitutes "design" to generate conceptual strategies and material responses that emerge from their distinct understanding of the social, ecological, and built dynamics of the world.

Tracks

Since 2015, faculty have worked to develop course tracks to help communicate about the curriculum, consider how classes within each track build on each other and how studios and seminars in each semester complement one another. The four tracks developed are Design Thinking, Material Thinking, Visual and Analytical Thinking, and Contextual and Critical Thinking. Reframing the tracks has allowed the faculty to expand beyond just thinking about the teaching of skills to articulate our courses' more profound pedagogical objectives. For example, we renamed the Representation sequence as the Visual and Analytical Thinking track. This reframing of our courses also helps to reflect and reinforce the department's areas of focus.

Four Tracks



Foundations

The program begins with a month-long summer intensive, Design Foundations/Field Ecology, that combines instruction in ecological principles of natural and built systems with studio projects designed to teach foundational studio skills in modeling and drawing. Students spend 50% of their time in the field with the faculty supported by visiting lecturers in ecology, botany, geology, and forestry. Studio time is devoted to modeling and drawing exercises that build an understanding of landscape structures and processes. The course has the secondary but important objective of familiarizing the students with a studio culture that requires extended focus and concentration before the full term begins.

Design Thinking

The Design Thinking track is made up of studio courses. It is the arena in which the subjects and skills addressed in the other courses of the curriculum are applied, tested, developed, and synthesized by the students into a process-based design methodology that is the sum of their learning experience to date. The core design studios follow a sequence typical to all courses in the curriculum in which foundational topics, skills, and methods are introduced in the earlier courses. Then the subject matter and skills increase in complexity, scope, and, in the case of studio, scale as students progress through the program. The core design studio sequence comprises four studios that advance from Design Principles to Site, Ecology and Design, and Constructed Landscapes, and Urban Systems studios.

Design Principles Studio introduces iterative, process-driven design methodologies through investigation of the ecological and phenomenological conditions of a coastal site. This studio fosters design thinking and processes, utilizing four fundamentals: (1) making with the eye and hand, (2) material exploration, (3) critical thinking, and (4) working iteratively. Design Principles begins with abstract problems that explore materials and site characteristics, moves to site investigations, and finishes with each student designing a series of outdoor classrooms that focus on a particular site condition and phenomena.

Site, Ecology and Design Studio shifts the inquiry to issues encountered in urban post-industrial coastal sites, expanding the scale of the study to include sub-regional systems of the built and natural environment. The studio addresses issues of habitat loss, recreational programming, site planning, and design with a focus on methods for supporting coastal ecology and restoring

biodiversity to urbanized landscapes through proposals that engage materiality and form through specifically scaled interventions. *Site, Ecology and Design* begins with researching the ecological, social and urban forces to help inform the design of a site that provides habitat for species and public access to the waterfront.

Constructed Landscapes Studio focuses on landscape-driven urban Design that is context-sensitive and supports and strengthens the pedestrian public realm. The studio focuses on how new development integrates and responds to the historic urban fabric of a city. The studio operates at the block scale to understand how building massing can shape the public realm and finishes with the detailed design of the public plaza. Through the studio, students gain a foundational understanding of urban design principles. Site engineering and material strategies operate at the highest level of resolution in this studio due to close coordination with the Material Tests seminar to investigate the materiality and tectonics of site structures and furnishings through 1:1 full-scale exercises.

The final studio in the core sequence is *Urban Systems Studio*. This last core studio stresses large-scale and planning issues, complex sites, and urban conditions. The studio frames the city as a living organism that evolves in a particular locale with a specific form due to a combination of environmental and cultural factors. These factors, the forces they represent, and the material results of their interaction form, in their interrelated state, constitute what can be called "urban systems." The many forces at play within cities – social, cultural, economic, ideological, ecological, infrastructural, morphological, and visual – combine to create an identifiable urban realm and the many sub-zones within this. Yet, none of these factors is static and unchanging, and, as a result, urban systems, urban dynamics, and urban identity are likewise in a continuous state of flux. This studio explores these systems, the complex issues in urban areas, and the potential for positive change. Two sections of this studio are offered with separate faculty members looking at different sites, contexts, and issues. Students select their preferred studio through a lottery process.

The penultimate studio of the program is an *Advanced Elective Studio*. Students can choose from at least two but commonly three or four studios offered by the department, collaboratively with another department, or by the Architecture or Interior Architecture Departments. Landscape Architecture studios at this level are planned and developed to provide students exposure to various

issues operating at different scales and in distinct geographies. These studios aim to assist students in developing the more advanced skills and levels of entrepreneurship, professionalism, and maturity necessary for research, engage effectively with stakeholders, and work productively within the collaborative process typical to these efforts. These studios allow students to explore the questions and scales they may be interested in pursuing for their thesis.

Contextual And Critical Thinking

Courses in the Contextual and Critical Thinking track support the curricular objective of assisting students in developing an informed critical voice capable of effectively locating ideas within the discipline's theoretical, historical, ideological, and professional frameworks, participating in the disciplinary discourse, and articulating a critical stance textually and verbally.

Landscapes are considered an evolving condition, even when their defining characteristics were conceived and built at a specific point in time. The first course in this track is the History of Landscape Architecture. This survey course focuses on the history of landscapes in the pre-industrialized world. Critical to this course is the establishment of frameworks for historical inquiry, the refinement of research methodologies, and the development of multiple perspectives to question and understand the design environment.

The *Issues in Landscape History* course examines current issues raised by the design of built environments and explores the past's cultures, conditions, events, attitudes, and design works that form the ideological, physical, and practical background against today's landscapes are interpreted and valued. Critical to this course is the establishment of frameworks for historical inquiry, the refinement of research methodologies, and the development of multiple perspectives to question and understand the designed environment.

The *Research Methods for Design* course surveys research methods relevant to the design disciplines that have emerged from the sciences, the social sciences, and the arts, with special focus on those utilized by landscape architects. Methods examined include case studies, descriptive strategies, classification schemes, interpretive strategies, evaluation and diagnosis, engaged action research, projective design, and arts-based practices. Students work individually and in teams to analyze and compare different research strategies and understand their procedures and sequences, the

types of data required, projected outcomes, and value by examining a set of projects of diverse scales. Visiting lecturers present research-based design projects. The course aims to provide students with a framework of research methodologies with which they can begin to build their own research-based practices. The course has been positioned in the Wintersession between the first two semesters but is currently being shifted to the Spring of the second year.

The *Theory 1* course introduces the types, use, and production of theory associated with the discipline, the arts, and the environment. In this course, students examine and discuss the foundational definitions of the term landscape and the theoretical stances that are active in creating contemporary landscape architecture, land art, and other creative disciplines. Writing assignments are based on fundamental texts, direct experience, and contemporary projects. Weekly readings are discussed and diagrammed in class for content and structure. Students produce a series of five short analytical reflections, synthetic diagrams, lexicons, and timelines.

Urban Contexts is offered as a co-requisite of the Urban Systems studio in the spring semester of the second year. The course provides a critical survey of land-use patterns and planning practices, examines the impacts of cultural practices on the shaping of space and place, and introduces students to methods of evaluating urban environments through direct observation and graphic analysis. The class teaches students how to analyze cities and understand them within a historical, cultural, and global context. Lectures cover the history of urbanization, urban spatial form, and contemporary urban theory.

Principles of Professional Practice is required for MLA I and MLA II students in the final semester of the program. The course explores contemporary practices of landscape architecture through the lens of current trends in practice intending to expose students to diverse methods of organizing and operating a practice, issues of scale and scope of practice, professional identity, and ethics, and an overview of the contracts that landscape architects encounter. These topics are engaged through student research initiatives, case studies, presentations by practitioners, and office visits. The course objective prepares students to make informed decisions about the next steps in their career.

Visual And Analytical Thinking

Visual and Analytical Thinking courses address the uses, techniques, and motivations of representation and query the potential of representation to operate beyond conventions. MLA I students must take two courses in this track during the program's first year.

The first course in this track is *Representation 1*.

This course develops the different levels of mastery and control in the construction of architectural drawing. The pedagogy allows students to build a basic understanding of orthographic drawing typologies and traditional drawing methods while preparing them for more complex hybridized drawing methods. A parallel segment of the course addresses freehand representation, developing observation, and translation tools necessary to design. Through these multiple approaches, drawing is developed as a tool to transform conceptual ideas into tangible form. The class is taught as a series of lectures discussing why and how we draw, accompanied by skill-building workshops.

The second class in the sequence, *Representation 2*, further explores representation as a tool for critical thinking, design testing, and clear communication. The course builds on drawing types introduced in the *Representation 1* course while introducing additional digital representational tools to carry out design explorations. The course introduces workflows that combine digital and analog drawing and modeling techniques, with room for students to experiment and create drawing methods of their own. The class includes lectures, tutorials, representation theory, discussion of precedents, and in-class work sessions. The demonstrations focus on techniques using ArcGIS, Rhinoceros, Illustrator, InDesign, Photoshop, and After Effects and methods for manipulating hand drawing and models.

The *Topics in Representation* courses provide elective representation courses to students within and beyond the landscape architecture department. The courses shift year to year and allow faculty and students to explore contemporary topics in advanced visualization and representation techniques and theory. Examples of courses offered include video crafting, critical mapping, hybrid drawing, AR/VR, and Arduino sensing technologies.

Material And Ecological Thinking

Courses in the Material Thinking track introduce students to the material practices of landscape architecture. Students develop technical methods necessary to land forming and site grading, build an understanding of plants as a living material, explore traditional and innovative uses of landscape materials, and explore water as a material and force that shapes landscapes. The material courses build in complexity and address material behaviors, production, construction methods, site engineering, sustainable design practices, and conventions of contract documentation. The objective of the materials courses is to build technical competencies necessary to practice while supporting and encouraging conceptual and material exploration and innovation.

This course introduces students to wood, metal, stone, concrete, and soil material properties. The sequence begins with *Material Logic*, closely correlated with the *Design Principles Studio*. Through material experiments, hand-drafted material details, 1:1 construction, and material case studies, students gain experience working with materials to understand each material's inherent constraints and opportunities. In addition, a series of field trips help students understand the geographies of material extraction and assembly and installation processes.

Constructed Ground is an intensive 5-week grading seminar that balances an investigation of ecological, programmatic, and phenomenological considerations that can direct landform design with advanced site grading skills. This seminar explores the parallels between designing and constructing the ground. Its focus is on landform – analyzing it as part of a larger natural system, understanding its inherent opportunities and limitations, altering it for human use and occupation, and building it with varying construction methodologies. Weekly workshops look at the grading of paths, including (steps, ramps, ADA) the grading of ground to direct water and shape space, the siting of a structure or terrace for gathering, and insertion of walls. The class starts by working by hand through drawing and modeling, then students take their grading plans into CAD to draw contours and create a contour model, and finally import the CAD linework into Rhino to do a 3D Axon. This course prepares students for the *Site, Ecology and Design Studio* the following semester.

Hydrological Systems is closely coordinated with the *Site, Ecology and Design studio*. This seminar focuses on the ecology, policy, and design of freshwater and coastal systems. Through studying water from the top of the

watershed to the coast, this class focuses on the role of designers and allied professionals in designing and managing the dynamic interface between land and water. Through a multi-scalar approach, students learn about the impacts of urbanization on water quality and coastal ecosystems, current approaches to the restoration of freshwater and coastal ecosystems, stormwater management techniques and calculations, and the impact of climate change on water resources.

The *Plants: Botany and Ecology* course explores the botanical, horticultural, and ecological aspects of plants and plant communities. Through lectures and field trips, students become familiar with the form, physical qualities, identifying characteristics, seasonal aspects, preferred growing conditions, native habitats, and ecological function of common plants of New England. In addition, lectures focus on contemporary ecological theories around disturbance ecology and ecological succession to understand how designers can work with these forces to shape landscapes over time.

The *Material Tests* course is coordinated with Constructed Landscapes Studio. This seminar builds on the class Material Logic to investigate and test landscape materials and construction methods, emphasizing prototyping and digital fabrication. Students learn to take an idea from concept to prototype to 1:1 construction. Through research, lectures, and site walks, this course builds students' understanding of current landscape construction methods and asks them to develop new materials and assemblies to respond to a specific site and design considerations. Through exercises, students advance their CAD and Rhino skills, as well as learn how to prototype ideas using 3d printers and CNC machines.

Plants: Form and Space is the second plants class and focuses on how designers use plants to shape space. This course explores using plants as a design medium while balancing horticultural considerations. Topics such as seasonality, texture, color, and form are discussed. Students analyze existing gardens, take field trips, and create schematic and detailed planting plans for different types of sites.

The sequence concludes with *Material Assemblies: Details and Construction*. This seminar addresses advanced landscape construction, materials, and site engineering problems. In this class, students are asked to apply their knowledge of landscape technologies and materials gained from earlier classes into an abbreviated technical drawing set. Through the drawing set, students understand the different stages

of design, including; concept development, schematic design, design development, and construction documentation. This project becomes the basis for understanding how details and materials develop and change throughout the pre-construction process.

Electives

Elective courses play an important role in supporting the program's mission to educate innovative designers capable of participating in interdisciplinary discourse as practitioners by offering a wide range of opportunities to explore beyond the traditional boundaries of landscape architecture. The departments of RISD are known for their disciplinary depth. When landscape architecture students foray out to other departments, they enter into an interdisciplinary dialogue of making that operates at very high standards of skill, technique, and concept. Students work with their advisors to craft a program plan that best uses their electives to expand their understanding of issues relevant to their educational objectives.

Thesis

Graduate Thesis is the culmination of students study at RISD. Thesis is a year-long inquiry into a topic of the student's choice. Thesis requires students to formulate an inquiry within the domain of the discipline or a closely related discipline, locate the inquiry within the theoretical framework of the discipline, design a research methodology and develop design responses to their questions.

The thesis is initiated over the summer preceding the student's final year in the program. Students are given a reading and a summer assignment to help explore and articulate their interests. Students take the *Research, Theory and Design* seminar in the fall. This course bridges the foundations of landscape theory, research, and design methods to frame a process for students to examine contemporary issues in landscape architecture and define research questions that would contribute to creating new knowledge in the field. This seminar initiates the thesis process by asking students to formulate their proposals for research through design.

Although there is no formal class to support students in their thesis process during the Wintersession of their final year, faculty in the Fall *Research, Theory and Design* course helps prepare students to do self-directed research and site visits during the wintersession. Students also have the option to do Independent Study Projects to provide a more structured phase of inquiry at this time.

In the spring, the student thesis process is supported through a 6-credit studio that focuses on the design inquiry and a 3-credit thesis book course. In the studio, the student works with their primary advisor to develop a design inquiry into the student's chosen topic and respond to their specific thesis questions. The thesis studio is generally divided into 3 phases. After each phase, the students present their work to the other thesis committee members, including the Secondary Advisor and an optional Technical or Tertiary Advisor.

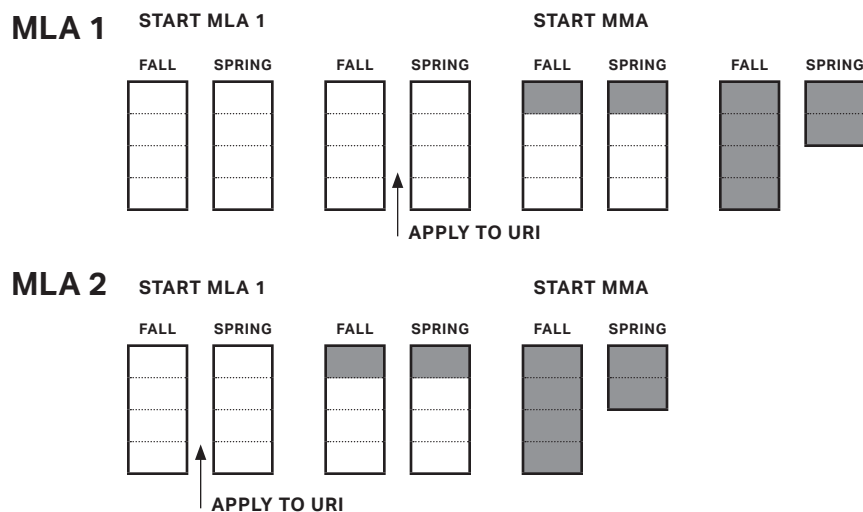
The *Thesis Book* course is a required seminar alongside the 6-credit *Design Research Thesis* studio. Students are also required to take the *Thesis Book* class. All Landscape Architecture graduate students at RISD are required to submit a Thesis Book that is the culmination of the work undertaken in the Thesis. The *Thesis Book* class is designed to support the written and graphic component of the Thesis Book. The course provides resources to support the framing and reflection of the thesis work through writing. In addition, the graphic layout of the book is used as a tool to help structure the inquiry into students' thesis topics.

The students are required to participate in the Graduate Thesis Show that coincides with Commencement. The RISD Exhibition Curator works with the class to facilitate the show's design, construction, and installation. The show is widely attended by the public as well as the institution. The execution of the thesis, thesis book completion, and the design and production of the exhibition intends to demonstrate the achievement of curricular objectives comprehensively.

RISD Master of Landscape Architecture and URI Master of Marine Affairs Joint Degree Program

In addition to the MLA programs offered in the department, since the last accreditation review, the department has worked with the Department of Marine Affairs at the University of Rhode Island (URI) to launch a Joint Degree Program. Through this joint degree program, students will earn both a Masters of Marine Affairs (MMA) and a Masters of Landscape Architecture (MLA) degree. Students matriculated in the joint degree program will be allowed to double count credits to satisfy the requirements for each individual program. This joint degree program allows Landscape Architecture students at the Rhode Island School of Design to enhance their design training with education in coastal and marine social science, economics, policy, planning, and law. Students will broaden their understanding of complex marine related issues such as climate change and ecosystem management, and related policy considerations. Graduates from this joint degree program will be uniquely positioned to address some of the most pressing planning, policy and design issues in coastal and marine environments.

Students doing the joint degree program will start by enrolling and taking classes in the landscape architecture department at RISD. In the penultimate year of their program (Second year for MLA 1 and first year for MLA 2) students will apply to the URI Marine affairs program. During their final year of their MLA program they will start taking courses at URI and then do one final year at URI to complete the joint degree. A student in the final year of her MLA 1 is currently planning to start her MMA at URI this coming year- this will be the first student moving through the joint degree program.



3C. SYLLABI

The syllabi of all of the courses in the RISD MLA program conform to the Syllabus Guidelines established initially by the 2012 Provost's Council to support RISD faculty in their teaching responsibilities, and revised annually (last revision in 2021). This format requires faculty to articulate the pedagogical objectives, course expectations, learning outcomes, schedule, grading criteria and methods of evaluation for each course. Syllabi for each course in the program are included in the digital Student Work documentation included with this report. The RISD Syllabus Guidelines are available at this link:

<http://academicaffairs.risd.edu/faculty-teaching/teach/course-design/curriculum-committee/syllabus-guidelines>

Within the landscape architecture program, the syllabus operates as a formal and first articulation to the students of course objectives and learning outcomes that are re-articulated in discrete project statements that describe the nature and requirement of the assignments. It is the norm in the program to distribute an abbreviated syllabus at the beginning of the course that sets the overarching context, pedagogical intent, schedule, and procedures for the course, followed by distribution of the project statements as the assignments are introduced. This supports the iterative and process-driven methodology of the curriculum by maintaining student focus on learning from the project at hand rather than aiming to meet the perceived objectives of the final project of the course. This approach also allows instructors a degree of flexibility to pause the progress of a course to engage a second iteration of an assignment that students did not fully master in the first pass or to incorporate additional material or assignments for a class that is moving quickly. In these cases, the adjustments allow instructors to add nuance to the course objectives rather than effect substantial change in outcomes that would create problematic reverberations in later courses.

As our student enrollment grew to include more international students arriving at our institution from programs based on emulative design learning, or the systemic application of a select set of principles, this has become especially necessary to achieve the educational goals at the heart of our core curriculum. More recently, the diversification of the student body with domestic students from different fields, with some, the syllabi have also evolved to be more inclusive to those without a prior design training. The syllabi of all of the courses in the curriculum are available to every faculty member of the department.

3D. CURRICULUM EVALUATION**Effectiveness**

The effectiveness of the curriculum is evaluated within the program by the faculty through direct observation of student response to course material, through the assessment of student performance at midterm and final reviews, and through feedback from visiting critics and RISD faculty from other departments. The work of the majority of our students is seen by all of the full time faculty and most of the adjunct faculty in the course of a semester. This affords us the opportunity to discuss and respond in a timely manner to any issues that arise and to make constructive adjustments.

Course instructors prepare Course Assessments at the end of each term that summarize course objectives, course enrollment and demographics, and list aspects of the course that were successful and those that indicate a need for adjustment. The assessments are discussed with all department faculty members and serve as the platform for curricular discussions and improvements.

Students evaluate their courses every semester. The instructor of the course and Department Head read the evaluations and factor comments into decisions to amend the curriculum. Student representatives from each year cohort are also selected in key moments for a more involved discussion around curriculum. As an example, recently student reps from each year's cohort consulted with their peers about their learning experiences in the History and Theory seminars, which were then prepared as feedback for faculty to improve on the strategic thinking for the new History/Theory courses.

Evaluations from internship supervisors and from employers of recent graduates provide indications of effectiveness as viewed from practice. Graduates from this SER period have a very strong record of successful employment at design firms of good standing.

Documentation

The program maintains the following documents to demonstrate the effectiveness of the curriculum:

- Instructor Course Assessments
- Student Course Evaluations
- Thesis Books for all members of every graduating class
- Archived student work demonstrating course and curricular objectives
- Internship Supervisor Evaluations
- Alumni Employment Lists

Currency

The program maintains currency with evolving technologies, methodologies, theories, and values of the profession through the efforts of the faculty. Seventy-five percent of our faculty practice in highly respected award winning firms whose work reflects the evolution of knowledge domains in the discipline and the technologies necessary to practice and research in the field. Members of the faculty participate in institutional committees, such as the Global Committee, that explores RISD's international commitments and annually evaluates faculty proposals for travel studios and seminars.

Curriculum Changes Since Last Report

Since the last LARE report, the faculty have worked hard to review, map and make strategic changes to help strengthen the curriculum. A phased approach has been taken to the changes to allow for a more gradual shift in the curriculum and to allow for faculty and students to be included in the process of evaluating and making changes to the curriculum. Below is an outline of the existing and proposed curriculum changes.

Name Changes

As part of the curriculum changes we changed the names of some of our courses to make them more descriptive of the content and objectives of the course. Below is a summary of some of the name changes:

Redundancy

Faculty have been working to map out the content of their courses to reduce unintentional redundancies, allowing each class to go deeper into the subject being covered and build an understanding how one class feeds into another. This was especially true in the Technology and Materials and the History and Theory sequence. Courses in these sequences lacked coordination which often led to faculty teaching the same materials. The faculty were brought together multiple times over the past 6-years to map out their course content, reorganize and redistribute the content between the classes and to think through how one course could then provide the foundation for the next course.

Strategic Shifts

We are in the process of making strategic shifts of a couple of courses to both strengthen how courses within one semester complement one another and how sequences of courses and building of skills and knowledge transfer from semester to the next.

These proposed structural changes to our MLA 1 and MLA 2 degree programs represent the first of two phases that support an ongoing effort to strategically strengthen our course sequences. Our goal is to support a curriculum that represents the future of the landscape architecture discipline and our department's mission—the emphasis of each being social equity and inclusion. The department has collectively worked for over 4 years to thoughtfully develop these changes in ways that support the culture of our department and the ways in which our students learn and apply curriculum to their practice at RISD and beyond.

Name Changes

OLD TITLE	NEW TITLE
Technology and Materials I: Materials and Grading	Material Logic
Technology and Materials II: Site Engineering	Material Tests
Technology and Materials III: Advanced Construction	Material Assemblies
Constructed Ground*	Constructed Ground
Ecological Planning and Design	Hydrological Systems
Issues in Planning and Cultural Geography	Urban Contexts
Plant Materials	Plants: Botany and Ecology
Plants and Design*	Plants: Form and Space

* Bold names indicate name change only. Other courses include name change and course description change.

Phase 1 proposes to strategically shift the position of six existing courses within our MLA 1 and MLA 2 degree schedules. They are structural shifts that re-position required courses but do not change course names, descriptions, or curriculum content. This curriculum has been fully approved by RISD's Curriculum Committee and will be implemented in Fall 2022. The department feels that this phased plan helps to ensure that the full faculty group has thoroughly worked through all issues related to the changes including ongoing discussions with external reviewers, alumni, and students.

In **Phase 2**, LDAR will propose greater changes specifically to the names and curriculum content of our existing history and theory sequence but will keep the structural changes made in phase 1 intact. The following charts describe the existing and phase one curriculum changes; a description of changes is outlined below.

- Starting in Fall 2022 the Plants: Botany and Ecology class will shift from the Fall of the second year to the Fall of the first year. This shift was motivated to allow the plants class to build on the summer field ecology program and become a foundation for the other first year courses that would benefit from students having the knowledge and skills offered in the Plants: Botany and Ecology course.
- Starting in the Fall of 2022 we will begin a phased process of shifting the Research Methods from the winter session of the first year to the spring semester of the second year. There are multiple benefits to this shift. First, it allows the course content to expand from a one month intensive course to a full semester course which is better given the course content. Second, this shift also allows the Research Methods class to be more closely aligned with thesis. Students will now take research methods in the Spring before their final year which will allow them to be introduced to a range of disciplinary and interdisciplinary research methods, and then immediately transition to the Fall of their final year to think about how to apply them in the pre thesis seminar, Research, Theory and Design. And lastly, it opens up an elective in students' first year.
- Starting in Fall 2022, Plants: Form and Space will shift from the Spring of the second year into the Fall of Second year. In New England, Fall is a much better time for plants class and it allows this class to align better with the other courses during the fall semester.

- The department is in the process of reimagining and reconfiguring the History and Theory courses (See a more detailed description of these forthcoming changes below). As part of this process, we are shifting from 3 courses (History of Landscape Architecture, Issues in Landscape History, Theory 1) to 2 new courses that seek a more nuanced understanding of how historical processes and dynamics have shaped landscape systems and how they have been theorized in the discipline. As part of this curriculum change, the two core History/Theory courses will shift to the Spring of the first year and the Fall of the second year of the MLA 1 program. This strategic shift provides multiple benefits. It allows for the content of the History/Theory course to more closely align with the studio and other courses offered in that semester. It allows for the Plants: Botany and Ecology course to move into the first semester (the benefits of which were explained earlier). And lastly, it allows for our students who have English as a second language, to have an additional semester to get comfortable with academic and disciplinary specific language before the intensive reading and writing expected from the History/ Theory courses.
- These shifts will have minimal impact on the MLA 2 students. MLA 2 students will be required to take the History + Theory: Social and Urban seminar in the Fall of their first year instead of the Theory 1 Course. The MLA 2's will also benefit from having Research Methods in the Spring of their first year which will help prepare them for Thesis in their final year.

History Theory Courses

The most significant changes to the curriculum are to the History and Theory courses. The new changes propose two new History/Theory courses, the first in the Spring semester of year 1 and the second in the Fall semester of year 2 of the MLA I program. These 2 History/Theory courses will replace the 2 history and 1 theory courses currently in the curriculum. The new courses address the uses and types of theory and examine the role of historical processes and theory in the generation of research methods. They seek to introduce students to complex topics in the discipline and its allied fields, such as core notions and definitions around theory and landscape architecture, land and water ethics and management practices, sustainability and climate change, social and environmental justice, and community empowerment in urban and rural conditions. These core seminars will be followed by a required built environment elective seminar, which will replace the urban contexts seminar, with topics of contemporary relevance and taught by different faculty members on a rotating basis.

MLA 1: Existing

YEAR 1					YEAR 2					YEAR 3				
FALL		WINTER		SPRING	FALL		WINTER		SPRING	FALL		WINTER		SPRING
Design Principles	6	Constructed Ground	Site, Ecology and Design	6	Constructed Landscapes	6	Elective	Urban Systems	6	Advanced Elective Studio	6	Elective	Design Research Thesis	6
Material Logic	3		Hydrological Systems	3	Material Tests	3		Plants: Form and Space	3	Material Assemblies	3		Thesis Book	3
History of Landscape	3		Research Methods	3	Theory I	3		Urban Contexts	3	Research, Theory and Design	3		Professional Practice	3
Representation I	3		Representation II	3	Plants: Botany and Ecology	3		Elective	3	Elective	3		Elective	3
TOTAL	15		6	15		6		15		15		3	15	

MLA 1: Approved Phase 1 Changes EFFECTIVE FALL 2022

YEAR 1					YEAR 2					YEAR 3				
FALL		WINTER		SPRING	FALL		WINTER		SPRING	FALL		WINTER		SPRING
Design Principles	6	Constructed Ground	Site, Ecology and Design	6	Constructed Landscapes	6	Research Methods	Urban Systems Studio	6	Advanced Elective Studio	6	Elective	Design Research Thesis	6
Material Logic	3		Hydrological Systems	3	Material Tests	3		Urban Contexts	3	Material Assemblies	3		Thesis Book	3
Plants: Botany and Ecology	3		Elective	3	History of Landscape	3		Theory I	3	Research, Theory and Design	3		Professional Practice	3
Representation I	3		Representation II	3	Plants: Form and Space	3		Elective	3	Elective	3		Elective	3
TOTAL	15		6	15		6		15		15		3	15	

- SHIFT CLASS IN CURRICULUM BUT NO MAJOR CHANGES TO COURSE CONTENT
- WILL REQUIRE A SIGNIFICANT CHANGE TO CLASS
- NEW ELECTIVE

MLA 2: Existing

YEAR 1					YEAR 2				
FALL		WINTER		SPRING	FALL		WINTER		SPRING
Design Principles	6	Constructed Ground	Urban Systems	6	Advanced Elective Studio	6	Elective	Design Research Thesis	6
Theory I	3		Urban Contexts	3	Research, Theory and Design	3		Thesis Book	3
Elective	3		Research Methods	3	Elective	3		Professional Practice	3
Elective	3		Elective	3	Elective	3		Elective	3
TOTAL	15		6	15		15		3	15

MLA 2: Approved Phase 1 Changes EFFECTIVE FALL 2022

YEAR 1					YEAR 2				
FALL		WINTER		SPRING	FALL		WINTER		SPRING
Design Principles	6	Constructed Ground	Urban Systems	6	Advanced Elective Studio	6	Elective	Design Research Thesis	6
Theory I	3		Urban Contexts	3	Research, Theory and Design	3		Thesis Book	3
Elective	3		Research Methods	3	Elective	3		Professional Practice	3
Elective	3		Elective	3	Elective	3		Elective	3
TOTAL	15		6	15		15		3	15

The History and Theory courses were in need of attention and updating and grew out of faculty identifying the following issues within the existing history and theory courses:

- There is a lot of redundancy in the history/theory track without a clear sequence or understanding of how the material builds on each class or how it fits into the other courses.
- There is a disconnect between how we teach practice and history/theory
- In line with the RISD SEI plan and with the faculty support—the faculty acknowledge and embrace the opportunity to expand the canon and seek ways to decolonize the history and theory teaching pedagogies.
- Students don't come to the landscape architecture program at RISD because of our history and theory classes —faculty wanted to clarify what they wanted students to learn and to take away from the classes.
- It is hard to find faculty to teach the History/Theory classes. When we do find them, they come with their own approach to the material and we haven't had a clear understanding of what we want the courses to cover.

The goals of the history and theory changes included:

- Integrate history and theory classes to more closely link theory and practice
- Create a clear sequence of course content within the track that builds upon previous content
- Integrate history and theory content into other courses as well so it does not seem isolated and allows all classes to become more advanced in their modes of inquiry
- Expand beyond the traditional western centric landscape architecture canon to include a wider range of voices in the history of shaping land and landscapes
- Provide a clearer critical framework to allow students to understand how historical processes change landscape systems across different societies and cultures and to reflect on how these processes have been framed and theorized
- Improve communication amongst faculty so there is more coordination across classes that students are taking in each semester
- Provide clear guidance for each class in what material it has to cover and the expectations for the students knowledge

Cross-Pollination Across The School

One of the goals of these curriculum changes have also been to improve the cross pollination between our department and the rest of RISD. As a graduate only program with many required courses, our students were finding limited opportunities to take courses outside of our department. In addition, we have seen a growing interest in students outside of the department (in particular from the Nature| Culture | Sustainability concentration and Masters Degree) who have a desire to take classes in our department. By making these changes to our course names, reducing the number of required classes for our students, and clarifying the content of each course, it improves the ability for interdisciplinary study. This can benefit our department by allowing for more cross pollination of ideas and interdisciplinary work which many of our students are asking for while also introducing other students to the field of landscape architecture.

3E. ACADEMIC INTEGRITY

Commitment to Academic Integrity

RISD seeks to help its students realize their fullest intellectual, artistic, and personal potential through a distinctive combination of studios and seminars. The College values the creative process and freedom of expression and honors its responsibility to protect the values and standards of an academic community. The College recognizes the need for risk-taking and experimentation in a challenging art, design, and liberal arts education. Moreover, the long history of appropriation, subversion, and other means of challenging convention in the arts may, at times, complicate attempts to definitively codify forms of acknowledgement/attribution. That said, forms of experimentation that do challenge these boundaries must at all times adhere to the fundamental value underlying academic integrity and code of conduct at RISD: honesty in the creation and presentation of one's work as well as in one's relations to others and their work.

Academic integrity is assessed in relation to the code of conduct that explicitly states conventions of production, documentation and citation, both in academic design and art work, and writing. Others' ideas—whether quoted directly or paraphrased, whether taken from a book, website, or lecture—must be clearly attributed both to provide a record of the writer's research and to avoid plagiarism or presenting another's ideas as one's own. In the studio culture, the conventions governing the use and reference to others' work are less clearly defined than in academic writing. These conventions are often defined

by particular disciplinary histories and practices and are best addressed in the context of the particular studio experience. Given the wide variety of disciplinary histories, conventions, traditions, and practices applicable to liberal arts and studio activities, the individual faculty member defines, within reason, what constitutes academic misconduct within the context of a given course.

Code of Conduct and Academic Misconduct

The code of conduct is included in all the syllabi. This section in the documents includes definitions of academic misconduct such as cheating, plagiarism, falsification and fabrication, unauthorized reuse, unfair academic advantage, and noncompliance with course expectations. It also includes a clear explanation of the procedures taken by the faculty in the department and the College in case of suspected academic misconduct. The most common procedure includes an investigation by the instructor(s) together with the Department Head and the Dean, if needed, to determine whether the suspicion is warranted. Faculty may also consult with the Coordinator of Student Conduct to determine whether the student has a record of similar misconduct on file with the Student Conduct Office and/or to seek further guidance.

<https://policies.risd.edu/student-life/code-of-student-conduct>

Teachable Moment

If a faculty member suspects that a student has engaged in academic misconduct, in addition to discussing the matter with the student, the faculty member may elect to require the student to redo the assignment correctly, in accordance with academic standards, or reduce the grade on the assignment. If the assignment grade is lowered to a 'D' or higher, and if the faculty feels no further punitive action is necessary, the incident will be considered a "teachable moment." The grade appeal process is available to provide the student with due process should they feel the faculty's grading was unfair.

Grade of 'F' for Assignment and/or Grade of 'F' for Class

If, after discussing the matter with the student, Department Head/Dean, Coordinator of Student Conduct and others who are deemed appropriate, a faculty member decides to give the student a failing grade for the assignment or course because of academic misconduct, a notice of failure is sent to the student in writing, and given to the student in person in a meeting with the faculty member, the Department Head, and a

representative from the Office of Student Affairs. The notice should outline the findings of the faculty member issuing the Notice of Failure and the given grade of "F". This notice is copied to the Coordinator of Student Conduct, The Registrar's Office (if grade F for Class), Student's Department Head and Division Dean. The Notice of Failure makes the student aware of academic standards as well as put them on notice that further violations of academic misconduct could lead to permanent separation from the college.

Conduct Board Hearing

A student may be called before the Conduct Board in the following situations: (Procedures for the Student Conduct Board can be found under RISD Code of Student Conduct and Procedures.)

- A faculty member believes the student has committed an act of academic misconduct that merits severe disciplinary action beyond a failing grade for the assignment or course (e.g. suspension or expulsion).
- A faculty member wishes to have the Conduct Board review the case and make a determination that a violation of the Academic Code of Student Conduct occurred as well as provide the appropriate sanction if the student is found responsible for a violation of the Academic Code of Student Conduct.
- A fellow student has reported a violation of Academic Misconduct and wishes that the board hear the case and determine whether or not a violation of the Academic Code of Conduct has occurred.

Appeals

Students who are sent directly to the Conduct Board follow the appeal procedures outlined within the RISD Code of Student Conduct and Procedures.

A student who wishes to appeal or challenge the sanction that determined the grade of 'F' for assignment and/or grade of 'F' for class must do so in writing to the Dean of Student Affairs or designee within 7 "school days" from the date of the "notice of failure" and should outline the following points:

- The circumstances surrounding the incident and
- Why the student feels that the incident does not constitute Academic Misconduct as outlined by the Academic Code of Conduct

The Dean of Student Affairs or Designee will then decide, after conferring with the faculty and Department Head whether or not an appeal is warranted. If the appeal is granted, the Dean of Student Affairs will forward the information to the Coordinator of Student Conduct who will convene the Student Conduct Board, which will hold a hearing based on the procedures in the Student Code of Conduct.

3F. AUGMENTATION OF FORMAL EDUCATIONAL EXPERIENCE

Internships

MLA students at RISD may receive up to six academic credits for internships that meet departmental and Career Center standards governing the character and duration of the job. Internship opportunities are shared with the students, and listed at the Career Center website.

Students in their first year of the program are encouraged to attend a series of workshops presented by Career Center staff addressing topics that include professional communication in the digital age, creating professional websites, portfolio preparation, and preparing for interviews. Departmental faculty advise students in relation to portfolio review and other issues relevant to the process of finding, applying for, and fulfilling the requirements of an internship. Students who have interned are encouraged to support the other students by describing their work experiences and offering tips for successful applications to specific firms. This peer-to-peer support has proved especially helpful for international students preparing for their first internship applications.

Credit-bearing internships require the completion of written evaluations from both the employer and the interning student. The evaluations allow the RISD Artworks Career Center and the landscape architecture program to assess the effectiveness of the internship opportunity and the performance of the student. The criteria for the evaluations used by the Department Head comply with the strategies and priorities defined by the Career Center:

<https://careercenter.risd.edu/artworks>

Students are additionally required to write a short essay describing what they learned in the internship, how it has affected their career path, and what, if anything, could be improved.

Teaching and Research Assistantships

Graduate Teaching Assistantships are offered to students in the MLA program with demonstrative knowledge in the subject matter offered in the studios or seminars, or with an early interest in teaching. Assistantships also include student support to the department, such as working with the Department Head, Graduate Program Director or Program Coordinator, archiving and photographing, supporting social media, lectures and exhibitions, or dedicated wood and digital fabrication technicians in the shops. Assistantships may be awarded to a specific student, if needed. However, they are more commonly advertised to all graduate students in the department in two moments in the academic year: Summer and Winter. Students apply to the positions and are selected from the pool by the instructor of the course with the Graduate Program Director's support.

The Deans of Division establish and approve the budgets for each department, including the specific budget for Teaching and Research Assistantships.

Graduate students may also be awarded assistantships offered more widely at RISD, such as positions to support the Graduate Office, the Nature Lab, or the Center for Arts & Language and the Artworks Career Center.

RISD funded Research Assistantships are offered to full-time faculty in support of specific research proposals and grants. This produces opportunities for students to work on projects both internal and external to the Landscape Architecture Department. Opportunities also exist to work with department faculty on externally funded research. During this accreditation period research assistantships of both types have increased.

Off Campus Studies

Opportunities for off-campus studies are provided during the semester through Advanced Elective Studios that travel for short field trips to their study site. During the Wintersession, travel studios and seminars offer longer-term travel and immersion in distant sites. In this accreditation period Associate Professor Emily Vogler taught travel studios in Paris and New Mexico. A range of Wintersession travel opportunities are offered through the other departments of the institution. The Division of Architecture and Design sponsors a travel fund to support students who wish to take these classes.

RISD Continuing Education initiated a program of travel courses over the summer of 2014 that continues to develop. In this accreditation period, there were courses in Rome designed to meet the standards for graduate

credit approved by the department.

While this process was interrupted during the Covid-19 pandemic (2020 to 2022), the opportunities for travel studios and seminars have been once again reinstated.

Sharing Work and Study Experiences

Every year the department arranges informal gatherings for MLA students and recent alumni to present recent internships and work experience to current students. The Career Center hosts internship events where students share information. Research projects are presented in diverse venues both on and off campus and are publicized in RISD internal and external media venues.

Through the Lowthorpe Travel Fellowship, each year the department awards a student the opportunity to continue their investigations started while at RISD. The fellowship requires that the student returns to RISD within two years of the fellowship and give a lecture/presentation on their research and discoveries.

The department developed a robust social media strategy through Instagram to disseminate these experiences of current students and alumni to wider audiences. The department wishes to add videos and images to the new department website to give alumni and potential applicants more in-depth access to these experiences.

3G. RESEARCH/SCHOLARLY METHODS (MASTER'S LEVEL)

The scope, complexity, evolution and expansion of the discipline of landscape architecture continue to call for a sound introduction to research principles and methods. While different research methodologies continue to be incorporated into studio and course projects so that students progress incrementally from more basic to more complex methods as the topics and content of their courses increase in complexity, the program is undergoing significant curricular revisions in the History+Theory track that are expected to increase the capacity of our students to conduct serious research in the field.

The new changes propose two new History/Theory courses, the first in the Spring semester of year 1 and the second in the Fall semester of year 2 of the MLA I program. These courses address the uses and types of theory and examine the role of historical processes and theory in the generation of research methods. They seek to introduce students to complex topics in the discipline and its allied fields, such as core notions and definitions around theory and landscape architecture, land and water ethics and management practices, sustainability and climate change, social and environmental justice, and community empowerment in urban and rural conditions. These core seminars will be followed by a built environment elective seminar with topics of contemporary relevance and taught by different faculty members on a rotating basis.

The Research Methods introductory course is being redesigned as a full semester seminar (instead of its current configurations as a Winter Session seminar), followed by a more advanced Research, Theory and Design seminar that supports students in the development of their thesis work.

Other courses that expand student engagement with theory and research methods drawn from the disciplines of the natural sciences, social sciences, history, art, art history, and architecture include Hydrological Systems, Plants: Ecology and Botany.

The Thesis project requires students not only to synthesize but also to critique a range of theories and methods in the process of their project. The department has incrementally strengthened the standards for thesis research since the last accreditation period. Over the last years the emphasis has been on individual thesis projects within an overarching topic of study that helps the students position themselves in the field. The department remains invested in raising the standards of scholarship and research while still requiring students to generate individual work whose quality and competence can be evaluated.

Department Of Landscape Architecture
RHODE ISLAND SCHOOL OF DESIGN

Student and Program Outcomes

Compiled for the LAAB / ASLA
SEPTEMBER 2022



4. Student and Program Outcomes

4A. STUDENT LEARNING OUTCOMES

A core objective of the MLA program at RISD is that every student achieves competence in the intellectual, aesthetic, ecological, and technical knowledge necessary to enter professional practice. In each syllabus, instructors articulate the goals and learning objectives of the course and its discreet project components. These are then reiterated verbally in the classroom, in discussions with the class, at individual desk critiques, and at studio reviews.

The RISD MLA curriculum is one that fosters experimentation and the development of innovative individualistic responses to a course's stated objectives. Moreover, as our students arrive with significantly different skill sets – a diversity of backgrounds we actively embrace – and therefore operate at different levels, our learning outcomes encompass that range. Instructors meet foundational objectives, while leaving room and opportunity for the specific range of strengths and deficiencies in any class to be accommodated so that each student is challenged and thrives.

In the first year of the program, core courses are coordinated between instructors, and a number of first year instructors have, in the past, taught at least one of the other courses being offered that year. In addition, faculty from the year's group of courses serve as guest critics at studio reviews or at seminar presentations of student work. In our experience, having faculty with first-hand knowledge about the other parts of the first-year curriculum ensures both successful coordination and better student outcomes. In essence, this means that each student is taught and evaluated by a team of faculty, rather than single individuals, that faculty are familiar with the broader objectives of each stage of the program, and that faculty understand better the strengths and needs of particular students they will be instructing in the future.

Methods to Assess Learning Outcomes

Student Critiques / Presentations

For studios, students present their work to faculty and visiting critics at a series of differently structured critiques – including both pin-ups and formal reviews – scheduled at intervals through each term. The faculty and visiting critics evaluate the work directly with students as part of the critique. Afterwards, faculty and guest critics discuss the work privately and agree on areas that could bear improvement. The faculty then review the critique with the students to ensure what was discussed is understood, and/or they offer individual written feedback. Mid-semester, faculty hold one-on-one discussions with students to discuss their progress in the course. If a student is not meeting minimum expectations for the course, warnings are given followed by a private discussion between student and faculty outlining what needs improvement and how to approach the work going forward. Each member of the faculty is able to assess a student's progress and performance over time by attending the reviews and presentations of many courses within the curriculum. As such, each can contribute to a larger assessment of both individual and course outcomes. These assessments are generally informal and occur in ongoing discussions among the department faculty and with visiting critics.

Thesis

The terminal thesis is required for the MLA degree at RISD. While intended primarily as a self-guided investigation, each student has a primary advisor plus two others and includes three reviews during spring semester when the work is critically evaluated for the clarity of the thesis question or proposition, the development of a line of questioning and the testing of ideas through various means, materials and scales, the thoroughness of the investigation, the quality of the work overall, and evidence of a critical reflection and the process and findings. The thesis offers a final opportunity for the faculty to assess a student's learning outcomes before they graduate, and one more way in which to evaluate whether the program is meeting its educational goals and objectives.

Grades and GPA

RISD Students are governed by institution-wide and departmental graduation and grading policies. RISD operates on a numerical and letter grading system ranging from A+ (4.0) to F (0). The Graduate Program Directors have been involved in a process of evaluating the relevance of grades to graduate education in the arts and design where many students are engaged in the terminal degree of their field and for whom the merits of their work will provide the best evidence of their competence and promise within their chosen fields. A system of Pass, Low Pass, and Fail has been proposed in which Low Pass operates as a probationary grade indicating need for improvement. At the same time, an increasing number of our program's graduates are seeking to pursue a Ph.D. and while not all doctoral programs require transcripts, many do, which makes moving to a Pass/Fail system continue to be a point of discussion. As of this time, the institution has yet to determine how to move forward on this point.

Within the Department of Landscape Architecture, the grade of B (3.0) is assigned to work that demonstrates basic competency in the conceptual and technical objectives of the material, but doesn't reach beyond that. Grades higher than a B are given for work that reaches higher standards of critical thinking, creative problem solving, design, research and/or technical skills (depending on the type of course), articulated position, organization and time management, and communication/ expression. Written evaluations are provided when necessary (studios, for instance) to document exceptional performance and to identify both strengths and deficiencies in the student's work. Students must maintain a 2.70 grade point average in their first semester in order to progress further in the program without being placed on academic probation. Each successive term requires a 3.0 GPA. A 3.0 GPA is required to graduate, with the exception of their final semester where it reverts to a 2.75. The Academic Standing Committee reviews the academic performance of all students at the end of each semester. Students are expected to meet the minimum academic standards, not only for each semester, but also cumulatively. In Fall and Spring, any student completing fewer than the required minimum number of semester credits, or earning a semester grade-point average of less than the published standard, will be subject to Academic Probation. Additionally, in Wintersession, every student is required to register for a minimum of 3 credits to remain in a full time status and to remain in good academic standing; failure to do so will be subject to Academic Probation. Two successive semesters

or three non-consecutive semesters of substandard performance/probation will normally result in dismissal of the student from the College for a minimum of one year. Students academically dismissed for a second time are institutionally withdrawn and are not eligible for future reinstatement. Once a student is placed on probation, they will remain in that status until the end of the next semester, at which time the Academic Standing Committee will review the student's academic record. Dismissed students, returning from a leave of absence, will continue on probation for the semester they return.

Teaching Assistantships / Research Assistantships

Teaching assistantships (for all core courses) and research assistantships (for full-time faculty) are selected by individual faculty. These offer another way to assess whether students are internalizing what they have learned and are turning information received in their own courses and investigations they have undertaken in studios into knowledge they can expand upon and use in guiding others or in supporting the research of their faculty.

Internships

The preparation of portfolios and application material for internships is usually carried out in consultation with advisors which gives time to mentor students on professional skills and assess their preparedness for professional work. Faculty assessments of preparedness are reflected in the reference letters accompanying the application.

Once the internship is finished, internship supervisors then provide candid evaluations of the student's performance on the job.

Employment

Finally, the Department Head and other faculty make an effort to stay in touch with students following graduation and, in many cases, continue to mentor them. In this way, faculty are aware of the process of adjustment to professional life, the niches the program's graduates find themselves drawn to, and the parts of their RISD program they continue to value most or feel prepared them best for the expectations and demands of professional life. In many cases, faculty have close connections with older alumni in the firm or the leadership of the office which provides yet another source of information on how graduates are faring in the profession. Over the past decade or so, the program's graduates have been hired by a variety of firm types and sizes. Many firms now are repeatedly hiring our graduates, which suggests they are finding our goals, objectives and curriculum are working

for their needs. Other alums have moved to academia and the roles they move into within their departments and the accolades they receive for their personal practice and research suggest that their cohorts and institution feel they have important contributions to make to the discipline as well.

Each landscape architecture program shall prepare students—through educational programs, advising, and other academic and professional opportunities—to pursue careers in landscape architecture upon graduation. The professional program shall foster knowledge and skills in creative problem solving, critical thinking, communications, design, and organization.

4B. STUDENT ADVISING

Advising

During the last ten years, RISD underwent an extensive review of academic advising practices on an institutional level. A guide to advising was produced in 2014, although much of this was aimed at undergraduate advising needs. Graduate Program Directors discuss graduate advising issues within their regularly scheduled meetings at the GPD committee and bring the results of these conversations back to their respective departments.

Student advising is a major part of every full-time faculty member's role within the department. Students are assigned a full-time faculty member as their academic advisor at the time they enter the program. Advisors meet with their advisees collectively and individually throughout the term to review program requirements, registration procedures, course selection, students' interests and goals for their graduate education, steps to attain the education they desire and need whether through electives, independent studies or extracurricular offerings, and to ensure students are taking charge of their own path through RISD. MLA II students, in particular, need to claim this agency early on. Given that their two-year program is short, they have numerous electives which need to be thoughtfully chosen and their thesis process begins in the summer following their first year. To promote continuity of advising, students keep the same academic advisor throughout their time in the program, unless sabbaticals or other events intervene and necessitate a replacement. Advisors can review students' progress through RISD's Web-Advisor, a tool that allows both students and academic advisors access to student transcripts, schedules, progress reports, and program evaluation tools. Individual Student Program

Plans and summaries of advisor-advisee meetings are then added to the student's file. In certain cases, academic advisors are required to sign off on an official registration-related document such as a petition for taking a course overload in a particular semester, a not uncommon situation in the latter years of the program where students want to ensure they make the most of RISD's offering before beginning their professional lives.

The department enjoys a dedicated and diverse faculty who offer students a broad range of academic and professional skills and knowledge. Their doors, and the doors of most of RISD's faculty and Deans, are always open to students and dialogue is encouraged. In many ways, all faculty members (full and part-time) serve as advisors and mentors through the frequent and varied interaction they have with students, their serving as independent study advisors or as faculty supervisor for an assistantship, in discussions about practice and the profession, and by the fact that, in some cases, students may feel more comfortable seeking out a current instructor for advice or may seek mentoring from a faculty member whose own research or practice is more closely aligned with their own career goals. When appropriate or necessary, these faculty share a student's needs and concerns with the academic advisor and Department Head.

Advising focused on career paths is ongoing in the department and occurs in both formal and informal ways. Such advising includes such things as portfolio reviews, written and spoken communication skills and etiquette for professional practice, advice about on-going educational options, and finding non-traditional paths in practice. In addition, the department's required Principles of Professional Practice course offers exposure to different types of firms and modes of practice (exposure that happens as well through our guest lecture series and invited speakers to specific classes), as well as guidance on firms' expectations for entering new graduates and instructions on obtaining professional licensure.

RISD's Career Services supports students applying for professional internships and jobs. It offers Portfolio Day, an opportunity for all RISD students to sign up on a first come/first served basis to have their portfolio reviewed and discussed by professionals from regional firms (Landscape Architecture firms in the case of the department's students). The office lists internships and job postings on their online platform Artworks and for each RISD department, posts links on their website to outside internship/job boards specific to the discipline. For landscape architecture students this includes:

- American Society of Landscape Architecture
- Boston Society of Landscape Architects
- Archinect
- American Institute of Architects
- Planetizen
- American Planning Association
- Dezeen
- Words of Mouth
- Internships.com
- Organization of Black Designers

In addition, Career Services holds workshops on how to apply for jobs and prepare for interviews. It helps students locate funding for unpaid internships, assists with resume and cover letter writing, offers information on financial and legal issues, and holds workshops on entrepreneurship. The office helps students with applying for grants and fellowships and for major grants such as the RISD Maharam Grant and Fulbright Fellowship, it offers information sessions and individual coaching.

Finally, RISD's Center for Arts and Language offers peer tutoring, workshops, resources, and events supporting written, spoken, and visual communication.

Academic and Professional Opportunities

Students in the program have many opportunities to be involved in both academic and professional activities beyond the classroom and department. In addition to the possibility of teaching an open-to-all-disciplines self-designed course during Wintersession (application process), graduate students can enroll in the Teaching and Learning in Art and Design Department's certificate program in collegiate teaching.

Since the last RISD accreditation SER in 2015, the department has founded a student chapter of the ASLA which is active in seeking out opportunities that can support students' studies and career goals. Many of the MLA students have student membership in the ASLA which gives them access to many professional resources and allows them to submit works in the annual student work competition.

During the summer, students can continue their studies by taking for-credit courses in an international setting through RISD's Global Office. Students in the department often work with faculty members over the summer – both as paid research assistants or as voluntary assistants/collaborators. The latter has been the case for much of the international work faculty are involved in, which allows students to understand

issues of field-based practice and research in cultures other than their own. During the COVID summer of 2020 when international students couldn't go home or find internships, the department formed a pop-up office experience for students through a faculty member's international non-profit.

The department offers second and final year students the chance to compete for the annual Lowthorpe Travel Grant which supports research travel usually aligned with an upcoming or just completed thesis.

In Fall 2020, the Landscape Architecture program launched a new MLA/MMA Program in Coastal Sustainability, through a collaboration with the University of Rhode Island's Marine Affairs Program. The joint program allows RISD MLA students to complement their design education with one additional year of studies in coastal and marine social science, economics, policy, planning and law, and broaden their understanding of complex issues like climate change and ecosystem management. Students who complete the program earn both a Master of Marine Affairs (MMA) and a Master of Landscape Architecture degree.

RISD's Nature Lab, in addition to offering jobs during the academic year and in summer, hosts numerous opportunities such as National Science Foundation's EPSCOR funded research projects, Hyundai funded projects, the funded Block Island Experience (for gaining a deeper understanding of the local ecology and learning about indigenous cultures and practices), the Biennial Design Science Symposium, and offers within the Lab a Biodesign Makerspace with library, equipment, and workshops on biomaterials.

Students in the department are able to join the RISD student-run Regenerative Earth Collective and work at the RISD Plot, a student-run garden growing food, native plants, and plants for fiber and dyes. The group runs workshops connecting plants, land management and art and design. Students from the department are becoming increasingly involved with the group. Landscape Architecture students are also beginning to interface more with both RISD's Nature/Culture/Sustainability Studies (NCSS) undergraduate concentration students and their research clusters, and the NCSS graduate program, giving them increasing access to a greater variety of research, visiting lecturers and faculty focusing on sustainability, climate impacts, and just transition issues.

RISD students are able to help organize and attend the annual student-organized Brown/RISD Better World by Design Conference, and participate in the Brown Humanitarian and Human Rights Program's annual hackathon. Before COVID there was more participation by the MLA students in the hackathon with two from the department having helped organize and then participate in one focused on housing, food, water and land stabilization needs of the Rohingya refugees in Bangladesh.

RISD offers numerous ways for students to obtain funding for attending conferences and supporting their research. All RISD graduate students have the opportunity to apply for the Graduate Commons Grant (supports creative open-ended explorations and goal-oriented projects). Over the last several years, the department has always had at least one student receiving a common grant. This has allowed one of our current students to pursue his practice related to how plastic pollution affects minority communities in China (last year) and explore how Chinese communities use plants in their daily lives in Chinatowns across the country (this year). Students can apply for assistantships to work with the RISD Museum, Co-Works, RISD Careers, Fleet

Library, the Center for Arts and language, the Nature Lab, RISD Global, and RISD Research. RISD has a Graduate Student Conference and Exhibition Fund which can support attendance at such events as the annual ASLA conference or the Southern New England American Planning Association Conference. The RISD Research office has the SPUR Fund which supports impact-driven work that explores "nontraditional and experimental and creative approaches to research." And through the Career Services Office, the college offers the Maharam Fellowship for Social Justice and Sustainability, a major award open to both undergraduates and graduates which supports work with community-based non-profits. Career Services oversees as well US students and recent alumni applying for Fulbright Fellowships to pursue research or teaching outside of the US. RISD's Center for Arts and Language offers opportunities to serve on the editorial board or contribute writings to its student publication v.1. Finally, students have several opportunities to present their work to the outside world through student competitions such as the ASLA Student Awards and the annual WLA Awards. In recent years, RISD MLA students have placed well in both competitions.

Department Of Landscape Architecture
RHODE ISLAND SCHOOL OF DESIGN

Faculty

Compiled for the LAAB / ASLA
SEPTEMBER 2022



5. Faculty

5A. CREDENTIALS

The members of the landscape architecture full-time faculty collectively hold undergraduate degrees awarded by six different academic institutions in subjects that include landscape architecture, environmental design, art, biology, and environmental science. All hold MLA degrees, earned at Cornell, Harvard Design School, University of Pennsylvania, and University of Virginia, University of Washington, The City College of New York's Spitzer School of Architecture, and The University of Lisbon in Portugal. Four of the six full-time faculty members are licensed landscape architects in New York, Massachusetts, and Rhode Island.

The adjunct faculty hold undergraduate degrees that represent twenty one colleges and universities, including five BLA degrees from accredited programs at Rhode Island School of Design, University of Illinois, Michigan State, Ohio State University and Cal Poly Pomona.

With three exceptions, all adjunct faculty members hold MLA degrees from programs that include Harvard Design School, University of California Berkeley, University of Pennsylvania, and Rhode Island School of Design. The exceptions hold MARCH degrees from Rice, University of Virginia, and Ecole Spéciale D'Architecture. The degrees were awarded from 1976–2012.

Balance of Professional Practice and Academic Experience

Four of the six full-time faculty members are licensed landscape architects in New York, Massachusetts, and Rhode Island. All full-time faculty members have significant professional experience in design practices in addition to their research and academic activities. All adjunct faculty members in the department are practicing design professionals. The majority are registered landscape architects.

Together, the full-time and adjunct faculties of the department offer widely diverse academic and professional viewpoints afforded by their education, professional training, and practice united in a deep interest in the landscape, material and technical assemblies, visual and written communications, community engagement, the cultural, biological and technological processes that shape the landscape, and a commitment to teaching.

Faculty Assignments

The cultural and generational diversity of the faculty places them at different stages of their academic and professional development, ensuring that emerging topics and technologies specific to the discipline are incorporated into the curriculum in a manner that is informed by senior faculty and the department's engagement with the discipline. Full-time and part-time faculty are assigned courses according to their strengths as practitioners and research experience. In some cases, a senior faculty member will request to teach a course they are not as familiar with to gain more knowledge through the preparation and conveyance of content. Content and structure of each course is discussed each year following the distribution of student and faculty evaluations. Annual reviews are made to address evolving disciplinary relevance, the evolving interests of our students as a whole, and alignment with our department's values and mission.

New and rising faculty are typically in co-teaching teams to ensure they have the proper support and guidance necessary to become more confident in their teaching. Due to external professional responsibilities and contractual limitations of part-time faculty, they typically do not coordinate core and Thesis Design studios. The department prefers these studios to be coordinated by full-time faculty to ensure they are properly administered and to ensure that they are aligned with other required seminar courses in the same semester.

Faculty assignments are discussed with the full-time faculty at monthly faculty meetings where cohort specific teaching teams are organized for the following academic year.

Administrative and Curriculum Support by Part-Time Faculty

Part-Time faculty members are a vital element of the Landscape Architecture program. They provide expertise and diverse viewpoints to the curriculum, teach at all levels of the program, and serve as advisors to Independent Study Projects and Thesis. 42 of the 64 Landscape Architecture Teaching Units are currently assigned to adjunct faculty.

Adjunct faculty are responsible for the teaching of and preparation for their classes but are not contractually required to participate in department faculty meetings or to serve on department or institutional committees unless they are compensated for their efforts in a manner consistent with their Collective Bargaining Contract. During this SER period, adjunct faculty members have served on the Department Curriculum Focus Group Committee, Department Admissions committee, the Lectures and Exhibitions Committee, and Thesis Book Advisors.

5B. FACULTY DEVELOPMENT

Faculty Reviews

Teaching effectiveness is reviewed through student course evaluations, through classroom observation, and inspection of course syllabi and student work. For full-time faculty, a formal review that follows institutional protocol takes place according to the terms of their contracts. These are contractually mandated components that are part of reappointment and promotion procedures.

Department Heads work with faculty members to discuss program goals and, if necessary, how teaching may be improved to meet those objectives. Faculty members may be referred to the tools and services offered within the institution and academic affairs to support ongoing teaching excellence. Syllabus guidelines are published on the Academic Affairs website. The Center for Arts and Language, and Center for Social Equity and Inclusion, and department specific liaisons in the Fleet Library are available as a resource for faculty as well as students. Tutoring in the use of specific word and data processing software is available to individual faculty members or groups within a department.

Faculty Service

College Service is required of RISD full-time faculty and constitutes one evaluation criterion for the process of reappointment and promotion. All full-time faculty members must serve on one college committee annually. Committee service offers holistic insight into the workings of the school and builds interdisciplinary relationships. Many serve on more than one and participate in ad-hoc committees that are topic specific.

Additionally Departmental service is required of full-time faculty members. They participate in departmental planning and are assigned to department

committees that administer admissions, lectures and exhibitions, and the student work archive. Adjunct faculty members are not contractually required to perform college service unless they receive stipends established in the Collective Bargaining Contract. Adjunct landscape architecture faculty members have a history of participating in the preparation of student exhibitions, admissions, and recruitment. Academic advising is a requirement of full-time faculty. Typically, each faculty member is responsible for advising 20 students within one degree program cohort.

This departmental and professional service is essential to the success of our department and student experience. However, the department is small with limited full-time faculty, and as our enrollment and operations increase in demand each year, our faculty become consumed in college and departmental responsibilities during busy times of the academic year.

The increase in departmental service and 6 TU teaching demands cause most full-time faculty to rely on the winter and summer months, outside their academic contract, to pursue research advancement, professional development, and course preparation. Since the last SER in 2015, this workload balance has become untenable, often causing faculty to burn out quickly. The department must be able to hire additional full-time faculty or identify additional administrative support in the college to relieve workload pressure. Other departments with similar graduate enrollment are supported by more full-time faculty.

It has become apparent that faculty in landscape architecture and allied fields in other academic units are required to teach far less and take on less administrative departmental service. At RISD, most full-time faculty teach a studio and a seminar each semester. At other institutions, faculty typically teach one studio or one seminar per semester to allow room in their schedules for research or other professional activities.

Faculty Development

Faculty apply to the many sources listed in section 2.B of this document for funding to attend conferences, purchase equipment, travel for research purposes, and receive technical support for their work. In the past year landscape architecture faculty presented papers at CELA and led sessions at ASLA. This fall landscape faculty will present papers at the annual SERE symposium and attend the ASLA conference with institutional support. Many faculty have taken advantage of the

workshops and fellowship opportunities through the Center for Social Equity and Inclusion to be able to adopt more equitable pedagogies or to have support, both time and funding, to research and incorporate issues of race and decoloniality into their teaching.

Others have utilized professional development grants to fund research that spans a wide range of landscape centered interests that include Johanna Barthmaier-Payne's study of carbon and moisture in fallen deadwood in urban woodlots, Emily Vogler's novel community engagement techniques for the Blackstone River Commons, Suzanne Mathews travel to Canterbury to present research at a conference, and Elizabeth Dean Hermann's work on climate change, urbanization, and ecosystem-based adaptation in the coastal regions of the Bay of Bengal . It is more common for faculty in the department to have received funding for the purposes of professional development than not. The results of these efforts are shared with faculty peers in presentations, publications, lectures, and exhibitions of work in on-campus and off-campus venues.

Faculty Recognition

Both full-time and part-time faculty members are nationally and internationally very active in the professional community and have been recognized for their contributions through several well-known media outlets, including Landscape Architecture Magazine, Landscape Journal, Wired Magazine, Pidgin Magazine, LA+, Groundup Journal of Landscape Architecture, Ecological Restoration Magazine, PLoS One, and RISD's own Media Group through faculty and course spotlights.

The department announces faculty news monthly through email and at faculty meetings. It also spotlights faculty and students' accomplishments through its Instagram social media account and departmental website, risdlandscape.com to reach wider disciplinary and alumni communities. The Division of Architecture and Design distributes monthly faculty newsletters containing professional and academic achievements to all divisional departments. RISD Media Group, and the President's Office, also distribute monthly institutional-wide faculty newsletters.

5C. FACULTY RETENTION

The Full-Time and Part-Time Collective Bargaining Contracts govern faculty salaries, establish minimum faculty salaries, rates of annual increases in salary, and the processes of evaluation for promotion. Academic or professional awards and recognition are factors that are evaluated as part of this process. Faculty may request a salary review in response to licensure or other professional achievement. Historically the retention rates for full-time faculty are very high in the institution and in the department. Since our 2015 SER, the department has only lost one full-time faculty member due to retirement. Scheri Fultineer temporarily stepped out of the department to serve as Dean of the Division of Architecture and Design and will return to the department as faculty in academic year 2023/24.

Adam Anderson

Adjunct Faculty
Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Ohio State University	5	Bachelor of Science in Landscape Architecture 2004
Rhode Island School of Design	3	Master of Landscape Architecture 2012

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	8	Representation 1 Constructed Ground Design Principles Studio Plants: Design + Form Advanced Studio Elective

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Design Under Sky	15	Director, Founder
Payette Associates	7	Manager of Landscape Architecture
Ground, Inc	3	Associate
Landworks Studio	3	Designer/Project Manager
Land Arc West	3	Project Manager

PROFESSIONAL REGISTRATION

Licensed Landscape Architect, Rhode Island #641, New York, CT, PA

Professional & Academic Activities

- 2021 Inducted into the DESIGNXRI Hall of Fame as an Emerging Designer
- 2019 Imagine Us Here Public Park Competition Winner for "Living Edge"
- 2017 RIASLA Merit Award, "10,000 SUNS"
- 2017 *Rhode Island Magazine*, "Rhode Islander of the Year"
- 2012 Graduate Studies Travel Grant. Rhode Island School of Design
- 2012 Helen Hackney Scholarship Award. Rhode Island School of Design
- 2011 Olmsted Scholar Recipient. Rhode Island School of Design

Publications

- 2021 Inducted into the DESIGNXRI Hall of Fame as an Emerging Designer
- 2019 Boston Society of Landscape Architecture Conference.
"Healing Grounds: Landscape Strategies for Contemporary Healthcare Environments". Lecture
- 2019 Imagine Us Here Public Park Competition Winner for "Living Edge"
- 2019 Blackstone Academy. "Site Remediation and Landscape Architecture". Lecture
- 2019 Landscape Architecture Magazine, May Issue. "A Sunny Disposition". Publication
- 2019 Rhode Island School of Design. "Landscape+Site+Architecture". Lecture
- 2018 ASLA National Conference, Philadelphia, PA. "Landscape Strategies for Health Care Environments". Lecture
- 2018 Brown University. "Paysagisme: Exploring the Potential of Aesthetics and the Environment: 10,000 SUNS."
Lecture
- 2017 RIASLA Merit Award, "10,000 SUNS"
- 2017 Rhode Island Magazine, "Rhode Islander of the Year"
- 2017 DesignXRI Design Week. "Cultivating the Urban Landscape Through Seeds and Community".
Lecture/Site Tour
- 2016 195 District Corridor, Providence, RI, "10,000 SUNS". Installation
- 2015 The Creative Mile, Providence, RI, "The Gazing Garden". Installation

Contributions

Adam is the founder of Design Under Sky, an award-winning Providence-based landscape studio with recently completed projects that are transforming the urban landscape experience in the city. His work negotiates with the ever changing landscape by understanding the unique phenomenological qualities and cultural influences inherent in a site, and then deploying interventions to create delight, wonder, and curiosity of the living world. Through much of his work he seeks to create "participatory landscapes," engaging the local community in the implementation and continued management of local projects, creating a sense of long-term ownership and connectedness to the urban landscape.

Adrian Fehrmann, RLA

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Universidad de Chile	5	Bachelor of Science Architecture 2006
University of Pennsylvania	3	Master of Landscape Architecture 2009

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	6	Technology + Materials 2 Material Tests

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Reed Hilderbrand	15	Associate Principal
Stoss	2	Designer
Michael VanValkenburghAssociates	1	Designer

PROFESSIONAL REGISTRATION

Licensed Landscape Architect, Massachusetts

PROFESSIONAL & ACADEMIC ACTIVITIES

NA

Publications

- USDOT Volpe Center, *Cambridge MA*
- City Hall and Plaza Study, *Boston MA*
- Yale University Science Building Plaza, *New Haven CT*
- Harbor Islands Pavilion & Carousel, *Boston MA*
- Master Plan for Fundo TicToc, *Patagonia Chile*
- Hunting Valley Residence, *Hunting Valley OH*
- UIC Center for the Arts Competition, *Chicago IL*
- Magazine Street Residence, *New Orleans LA*
- Biotech Complex Plaza Competition, *Cambridge MA*
- One Seaport Square, *Boston MA*
- Resort Residences in Porto Heli, *Peloponese, Greece*
- Hispanic Society's Audubon Terrace, *New York NY*
- President's Park South Competition, *Washington D.C.*
- Seaport Square Master Plan, *Boston MA*
- The Clark Art Institute, *Williamstown MA*
- Hamilton College Wellin Museum, *Clinton NY*
- Back Bay Residence, *Boston MA*

WITH STOSS LANDSCAPE URBANISM

- Fox Riverfront, *Green Bay WI*
- Erie Street Plaza, *Milwaukee WI*
- Bass River Park, *West Dennis MA*

Contributions

Associate at Reed Hilderbrand. Since joining the firm in 2009, he has served as project manager and designer for a number of distinctive urban projects, including the Rose Kennedy Greenway Carousel Grove, the City Hall Plaza Vision Plan, the Boston Seaport District Master Plan. His recent campus work includes the Yale Science Building at Science Hill and the MIT Research Center. Other notable projects include a 100-acre high-end resort on the Mediterranean Sea, a 160-acre private residence in Ohio with one of the largest collections of outdoor art in the country, and a 570-acre low-intervention, conservation oriented, residential project in Patagonia.

Adrian has a keen interest in emergent design technologies and a passion for all stages of project development. In addition to being a resource in the office for new design technologies, he also teaches landscape architecture technology at the Rhode Island School of Design.

Andrea Johnson
 Visiting Assistant Professor
 Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
University of Michigan	4	Bachelor of Arts Major in Spanish 2005
The City College of New York, Spitzer School of Architecture	3	Master of Landscape Architecture 2015

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	1	Design Principles Studio Issues in Landscape History Urban Systems Studio Topics In Representation Theory 1
The City College of New York, Spitzer School of Architecture	3	Urban Food Systems Environmental Planning History of Landscape Architecture

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Terreform Center for Advanced Urban Research	5	Research Director
Urban Think Tank, Swiss Institute of Technology	1	Designer / Research Fellow
Diana Wiesner Arquitectura	1	Designer

PROFESSIONAL REGISTRATION
 NA

Professional & Academic Activities

- American Society of Landscape Architects, *NY Chapter*
- Progressive Planners Network, NY Chapter
- 2021** Regional Plan Association Kaplan Chair for Urban Design. *Working with the Renewable Rikers Coalition to develop design visions for the island, free of jail use and dedicated to green infrastructure.*
- 2020** Landscape Architecture Foundation Fellowship for Innovation and Leadership, Olmsted Emerging Professional. *Year-long project exploring the role of design in distributed energy networks.*
- 2015** Landscape Architecture Foundation National Olmsted Scholar Finalist

Publications

- 2021** PLOT Landscape Student Journal, Volume 8, "Designing for Re-Entanglement," (Terreform)
- 2021** Open Gaza: Architectures of Hope, Terreform submission, "Ring City": A Metropolis--Not An Enclave" (Editors Michael Sorkin and Deen Sharp)
- 2019** Business Improvement Districts and the Contradictions of Placemaking: BID Urbanism in Washington D.C. University of Georgia Press, (Susanna F. Schaller)
- 2017** Gown Town, Urban Research: Investigation of NYC community planning processes and alternative proposal for Columbia University's Manhattanville campus aimed at leveraging resources for the broader Uptown neighborhoods (Terreform)
- 2017** FOCUS, The Journal of Planning Practice and Education, California Polytechnic State University San Luis Obispo, "New York City (Steady) State: Home Grown."
- 2017** Zoned Out! Race Displacement, and City Planning in New York City, Urban Research (Editors: Tom Angotti and Sylvia Morse)
- 2017** Occupy All Streets: Olympic Urbanism and Contested Futures in Rio de Janeiro, Urban Research (Editors: Bruno Carvalho, Mariana Cavalanti and Vyjayanthi Rao)
- 2016** Beyond the Square Urbanism and the Arab Uprising, Urban Research, (Editors: Deen Sharp and Claire Panetta)

Contributions

Andrea Johnson is researcher, designer and educator whose work explores the intersection of urban landscape infrastructure, socio-environmental flux and climate uncertainty. As the former research director at Terreform Center for Advanced Urban Research, she coordinated numerous publications including Home Grown, a speculative proposal for NYC's food systems, with strategies ranging from adaptive agricultural practices to local waste processing. Johnson's ongoing research explores the role of design in distributive energy systems as a catalyst for social and environmental justice. As a 2020–21 Landscape Architecture Foundation Fellow, she developed design and planning methodologies to phase out NYC's peaker power plants. In August 2021, Johnson was named the Regional Plan Association Kaplan Chair for Urban Design. During the fellowship year, Johnson has worked with Renewable Rikers, a coalition of criminal and environmental justice advocates, to develop design visions for the island, free of jail use and dedicated to renewable energy infrastructure and other remedial uses. Before joining RISD's faculty, Johnson taught at The City College of New York's Spitzer School of Architecture, where she is also an alumna.

Andrew Hartness

Adjunct Faculty
Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	3	Master of Architecture 2007
Ecole Spéciale d'Architecture	5	Bachelor of Science Architecture 2001
University of North Carolina	4	Bachelor of Arts 1997

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	12	Advanced Design Studio Topics In Representation Global Summer Studio
Wentworth Institute of Technology	1	Digital Media
Harvard Graduate School of Design	3	Advanced Elective Studio

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Design Distill	8	Founder / Partner
Chan Krieger Associates	4	Urban Designer
Ateliers Jean Nouvel	4	Head of Visualization

PROFESSIONAL REGISTRATION

NA

Professional & Academic Activities

- Ordre des Architectes (DESA) – *Professional Association for Architects' Licensing in France*
- Grow Native Massachusetts (501c3), *Founding member*
- Josep Luis Sert Council, *Harvard GSD*
- BSA Troop/Crew 56 – *Active leader*
- Stonewall National Historic Monument – New York City – **CLIENT:** *PrideLive, MBB*
- National Bonsai Museum – Washington DC – **CLIENT:** *Reed Hildebrand, Trahan*
- Area 15 – Artistic Immersive Environments – Las Vegas – **CLIENT:** *Area 15, Beneville*
- Google Framework Plan – Redevelopment – Mountain View, CA – **CLIENT:** *Sitelab, Google*
- Trinity College Development – Research Development – Dublin – **CLIENT:** *Perkins + Will*
- Chouteau Greenway – Visualization for competition (laureates) – St Louis – **CLIENT:** *Stoss*
- Hudson Yards – Mixed-use development – New York – **CLIENT:** *KPF, NBW, Corcoran*
- Memorial Park – Houston central park restoration – Houston – **CLIENT:** *Nelson Byrd Woltz*
- Pier 70 Redevelopment – *Ballot measure, Schematic Design, Design Development, Marketing, and Construction* – San Francisco – **CLIENT:** *Sitelab Urban, JCFO, Brookfield*

Publications

- 2022** Immersive Airport Design, RISD MEDIA —*Using Augmented Reality and Immersive presentation technology to visualize future airport concepts.*
- 2015** N. Kirkwood, K. Kennen, *Phyto: Principles and Resources for Site Remediation and Landscape Design*, visualization and infographics, (Routledge, UK, 2015)
- 2015** Andrew Hartness, "Reinforcement through Opposition: Metrics and Emotion in Project Visualization", *Representing Landscapes: Digital*, ed. N. Amoroso (Routledge UK, 2015) [invited]
- 2015** Andrew Hartness, "Alternative Revelations of Sections", *Representing Landscapes: Digital*, ed. N. Amoroso (Routledge UK, 2015) [invited]
- 2015** Design. Display. Depict. Graphic nuances of "representation", visualization, and "rendering"
Panel presentation (keynote) at Rhode Island School of Design, Providence, RI

Contributions

Andrew Hartness is an architect and urban designer working in project visualization. He currently teaches courses in digital representation in RISD's departments of Landscape Architecture and Interior Architecture. His experience in project visualization initiates deeper discourse in project development and communication.

Following architectural studies in France, Hartness became head of 3D development and visualization at Ateliers Jean Nouvel, in Paris. This experience in complex project representation led him to study urban design at Harvard Graduate School of Design. Hartness is a founding partner of Design Distill, a visualization studio working in the fields of architecture, urban design, landscape, and digital illustration.

Recent course topics focus on immersive representation as a design experience, and the foundations of augmented reality and virtual reality as design interfaces. In addition to advanced representation and digital theory, he has also co-taught studios focused on the culture of design in Paris, France.

Ann Kearsley

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	4	Master of Architecture 1990 Master of Urban Design
Dartmouth College	4	Bachelor of Arts English & Comparative Literature

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	3	Field Ecology + Design Foundations Design Research Thesis Plants: Botany + Ecology
Northeastern University	6	Plants, People & Landscape Change Site Materials & Methods Sustainable Site Construction Plant Identification & Engagement

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
AK Design	8	Founder / Partner

PROFESSIONAL REGISTRATION

Registered Landscape Architect: ME#3075, MA#4032, OH#1501342, AZ#36907

Professional & Academic Activities

- CLARB Certified Landscape Architect
- Maine DOT Certified DBE - Woman Owned Business
- Member, American Society of Landscape Architects
- 2022 Orion Magazine Creative Nonfiction Writers' Workshop with Moeko Fujii Stranger Natures
- 2021 Society for Ecological Restoration • *Intr'l Conference (virtual)*
- 2020 Experimental Placemaking
- 2020 Coastal Maine Botanical Garden *Lecture: Resilient Landscapes in Built Environments: Professional Certificate Program*
- 2019 Estonian University of Life Sciences Tartu, Estonia Forestry Dept.
Residency: Lectures/workshops re: LA + Ecology
- 2019 Ecological Landscape Alliance Conference Amherst, MA
Invited Speaker/Design Case Study: Landscapes for Learning
- 2018 ASLA Annual Meeting Philadelphia, PA *Symposia: Collaborative Restoration: Integrating Landscape Architecture & Ecology*
- 2018 Society for Ecological Restoration New England Regional Conference CT
Lecture: Experiential Education Landscapes
- 2019 Society for Ecological Restoration Europe Reykjavik, Iceland
Symposium (chair): Resilient Coastal Communities
- 2018 Coastal Maine Botanical Garden *Workshop: Stormwater Management in Residential Landscapes*
- 2017 Maine Stormwater Conference Portland, ME
Lecture: Wolfe's Neck Center: A Case Study in Integrative Stormwater Management
- 2017 Society for Ecological Restoration Iguassu, Brazil
Workshop (chair): Collaborative Design in Ecological Restoration
- 2016 Society for Ecological Restoration Europe Munich, Germany
Workshop: Restoration Principles in Landscape Architecture
- 2016 Boston Society of Landscape Architects BSLA Awards Jury

PUBLICATIONS

NA

Contributions

Ann Kearsley is a registered landscape architect (ME, MA, OH, AZ) and urban designer and the owner and founding principal of Ann Kearsley Design based in Portland, ME. AKD specializes in ecologically based landscape design, connecting landscape form and spatial structure to the dynamics of a site's natural systems and the enhancement of ecosystem function. The firm's work ranges from large-scale master planning to public parks and private gardens and includes numerous public and private landscapes for sculpture. Ann Kearsley has extensive experience with the planning and design of agricultural landscapes where farming operations are integrated with experiential educational programming, research and community outreach. Kearsley's current research focuses on the relationship between land use and carbon sequestration and on adapting the techniques of regenerative agricultural and restoration ecology to use in the design and development of public and private non-agricultural landscapes.

Kearsley holds masters' degrees in both landscape architecture and urban design from the Harvard Graduate School of Design, and an AB in English literature from Dartmouth College. She is a frequent presenter at local and regional conferences on ecological landscape design and stormwater management and has chaired workshops and symposium on the integration of landscape architecture and ecological restoration at the Society for Ecological Restoration's International and European Conferences.

Colgate Searle

Professor Emeritus

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	3	Master of Landscape Architecture 1975
Rhode Island School of Design	5	Bachelor of Landscape Architecture 1971
Rhode Island School of Design	4	Bachelor of Fine Arts 1970

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	46	European Honors Program Design Principles Studio Advanced Design Studio Thesis Advisor Thesis Year Coordinator Field Ecology + Design Foundations Technology and Materials I Technology and Materials II Technology and Materials III Landscape Planning Air Photo/Terrain Analysis Plant Communities Design Research Thesis Hydrological Systems Landscape Theory + Practice Research Methods for Design Earth Studio Collaborative

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Searle Design Group LLC	6	Owner/Partner
Searle and Searle	40	Principal
Moreice and Gary, Inc.	2	Designer/Project Manager

PROFESSIONAL REGISTRATION

Registered Landscape Architect, Rhode Island

Professional & Academic Activities

- American Society of Landscape Architects, *Member*
- Southern New England Program + Save America's Estuaries Network *Consultant*
- Future of Dams, *National Science Foundation funded grant*

PUBLICATIONS: NA

Contributions

Colgate M. Searle, Jr., is widely recognized for his long-term, continuous commitment to the landscape architecture profession through teaching and community-based, participatory environmental and ecological design projects. A symbiosis among academic service, professional practice and community service aptly characterizes his career. He is a professor emeritus of Landscape Architecture at RISD and former head of the department. He has been teaching a wide range of courses for over 45 years, within the departments of Landscape Architecture, Architecture and Experimental and Foundation Studies. He was instrumental in the development and stewardship of the RISD landscape programs. He was the originator and teacher of the interdisciplinary course Field Ecology/Design Foundations and has served as chief critic for RISD's European Honors Program.

Searle is a registered landscape architect and principal in the landscape architectural design and planning firm of Searle Design Group LLC, founded in 1975, and a fellow and trustee of the American Society of Landscape Architects. The firm has earned a reputation for award-winning work, especially in the areas of planning and restoration of environmentally sensitive lands and historic landscape rehabilitation. Searle has received numerous RIASLA design awards, as well as the RISD Alumni Council Arts Education Award. His current projects include Swan point cemetery new burial area and pedestrian entrance, Blackstone boulevard park path rehabilitation/ Park's gateway design/ North park design, York pond BMP/ Complete streets urban watershed study, and Farmfresh Local Food Hub. From his practice, he brings the complex issues of stewardship into classroom discussions and studio work.

Searle's research includes design for the 1-95 highway bridge corridor, culminating in a design proposal for an elevated highway reused as an armature for a new city district connecting neighborhoods. The RISD innovations studio Think Like a River applied watershed management understanding to abandoned industrial sites, from the river's source to the tidal waters, sponsored by RISD and the RI Development Council. One River Project is a series of strategies that maximize mixed-use development at the water's edge, while providing public access and restoring and enhancing environmental and ecological health. The project is sponsored by RISD, the RI Economic Policy Council and grants from the National Endowment of the Arts.

Courtney Goode

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	3	Master of Landscape Architecture 2015
University of Texas, Austin	4	Bachelor of Fine Art 2008

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	12	Advanced Design Studio Topics In Representation Site Ecology + Design Representation Constructed Ground

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Goode Landscape Studio	4	Founder / Partner
Sasaki Associates	3	Designer
Stoss Landscape Urbanism	1	Designer
ASPECT Studios	1	Designer
Pentagram Design	1	Graphic Designer

PROFESSIONAL REGISTRATION

Registered Landscape Architect (Maine, Massachusetts, Rhode Island)

Professional & Academic Activities

- American Society of Landscape Architects, *Member*
- Rhode Island Chapter of the American Society of Landscape Architect, *President*
- 2022 FungusXDesign Research, Role: Primary Researcher, practice-based material research.
CLIENT: *Self, Includes literature review, propagation tests, mapping, photography, drawing, and material tests. Project funding varies- self funded.*
- 2021 Mycoremediation Design Research; Role: Research Consultant, Goode Landscape Studio with Offshoots, Inc.
CLIENT: *State of Massachusetts Dept. of Transportation, Project Funded, \$35,000 Project involved literature review, primary interviews, propagation tests, and drawing research and synthesis.*
- 2021 FungusXDesign at DesignXRI, Role: Primary Researcher and Facilitator, Client: DesignXRI.
- 2017 Prototyping Permeability Grant Research,
ROLE: *Primary Research and Project Manager, CLIENT: Sasaki Associates.*
- 2018 "Prototyping Permeability," Architecture Boston Expo, Boston Convention Center, Boston, MA
- 2017 "Re-framing the Problem Set," Prismatic Possibilities, Sasaki Associates, Watertown, MA
- 2017 "No-Tools-Required," Architecture Boston Expo, Boston Convention Center, Boston, MA
- 2015 "Carbon Nest," Collegeville Re-Envisioned, The Broad Museum, Lansing, MI
- 2022 Copley Connect Pop-Up Park, *Selected Lead Consultant,*
Boston Redevelopment Authority, Goode Landscape Studio
- 2022 Codman Burying Ground Park, *Selected for CPA Grant Funding at \$350,000, Goode Landscape Studio*
- 2021 Second Place, Jacksonville Landing Invited Competition, *Goode Landscape Studio + Agency LP*
- 2020 Second Place, Germantown Waterfront Development Guidelines, *Goode Landscape Studio*
- 2019 Alternate Semi-Finalist (4th Place) Barbara Jordan Memorial Competition, *Goode Landscape Studio*
- 2018 Sasaki 'Gnomie' Service Award, *Sasaki Associates*
- 2022 *Lead Presenter, "Magic Mushrooms: Improving Landscape Performance and Engagement with Fungi",*
National ASLA Conference
- 2022 Organizer and Facilitator, New England Climate Summit, Regional ASLA Conference
- 2018 *Lead Presenter, "Testing Ground: Leveraging Emerging Technologies for Landscape Practice,"*
National ASLA Conference in Philadelphia
- 2017 *Lead Presenter, "Productive Ecology: Hybrid Approaches for Landscape Design and Conservation,"*
National ASLA Conference in Los Angeles
- 2018 "Prototyping for Post-Harvey Houston," Land Trust, *Maryland Institute College of Art*
- 2016 "Visual Narrative In Landscape Architecture," Landscape Representation II, *Harvard Graduate School of Design*
- 2017 "Prototyping Permeability: The Thinking Hand," Understanding Design, *Northeastern University*
- 2017 "Landscape Architecture Primer," Graduate Urban Design Studio III, *Boston Architectural College*
- 2014 "Student Work by Courtney Goode," Admitted Students Open House, *Harvard Graduate School of Design*

Publications

- Goode, Courtney, and Nuith Morales. "ElectroGeographies." KERB Journal of Landscape Architecture, Book 24: Territory. ACTAR, 2016. pp. 20-24.
- Goode, Courtney, et al. "The Ocean Still: Lagrimas de Santa Monica." Powering Places: Land Art Generator Initiative, Santa Monica, edited by Elizabeth Monoian and Robert Ferry, Prestel, 2016, pp. 206-207.
- Goode, Courtney, "Cultures of Cultivation." The Barracks of Pion: Developing the Edge of the Park of Versailles, edited by Michel Desvigne and Inessa Hansch, Studio Report, Harvard Graduate School of Design, 2015, pp.58-67.
- Benedito, Silvia and Courtney Goode. "Aeolian Fields-A New Urban Park to Cool, Produce, and Play", Landscape Architecture, Frontiers Magazine, edited by Kongjian Yu, Issue 9: Urban Environment and Public Health, Higher Education Press Limited, 2015, pp.18-22.
- Goode, Courtney, "The Project Lot: A Working Parkscape for Freeport." The Storm, The Strife, and Everyday Life in the Suburbs, edited by Daniel D'Oca, Studio Report, Harvard Graduate School of Design, 2014, pp.98-105.

Contributions

Courtney Goode, RLA, ASLA is the Founding Principal of GOODE Landscape Studio (GOODE), an emerging landscape and urban design practice based in Providence, RI. Ms. Goode foregrounds the importance of social equity, diversity, biodiversity, addressing climate change, embracing collaboration, progressing creativity, and celebrating play in all of her work and teaching. She embraces experimental approaches to design, materials and critical making, community engagement, urban ecology, and visual storytelling.

She is an award-winning Registered Landscape Architect and emerging design leader who creates landscapes and urban design work at many scales. Her firm, GOODE, is focused on a diverse array of practice areas including design research focused on soils and mycelium, pop-up parks and community engagement, design and construction of public parks, gardens, and plazas, as well as the design and construction of landscapes for mixed-use housing developments and residences.

Courtney is an active member of the American Society of Landscape Architects(ASLA) and the incoming President of the Rhode Island chapter of the ASLA. Prior to starting her own office, she has worked for top-tier design firms in Boston, Austin, Melbourne, Sydney, and Brussels. She is a Critic in the graduate landscape architecture program at the Rhode Island School of Design. Her work has been published widely including multiple features in Landscape Architecture Magazine, the Boston Globe, Harvard GSD publications, and more. She has served as an invited speaker, design critic, and exhibitor at schools, museums, and conferences globally. She holds an MLA from the Harvard Graduate School of Design, and a BFA in Design from the University of Texas.

Elaine Stokes

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	2021-Present	Doctor of Design Candidate
Harvard Graduate School of Design	3	Master of Landscape Architecture 2016
Washington University in St. Louis	4	Bachelor of Art in Architecture 2014

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	4	Design Principles Representation II Constructed Ground
Boston Architectural College	2	Design Research Thesis
Harvard Graduate School of Design	2	Career Discovery

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Sasaki	4	Associate
Stoss	2	Designer

PROFESSIONAL REGISTRATION

Registered Landscape Architect, Rhode Island, Registration No. 695

Professional & Academic Activities

2018 BB Green Award. Bee Breeders Nemrut Volcano Eyes Competition

2016 ASLA Student Merit Award

2016 Graduate School of Design, Award for Graduating Students

Publications

- Landscape as Palimpsest: Uncovering Narratives of Bdote/Fort Snelling
Presented in Seeding Relations Conference, The 2022 Harvard University Mahindra Humanities Center, March 25-26, 2022
 - "Buzzcut: The Aesthetics of Maintenance"
Published in *Pidgin*, Issue 28, December 9, 2020
 - "Cowpoke Imaginary"
Published in *Paprika!*, October 7, 2020
 - "From Ivory Tower to Common Ground"
Published in *World Landscape Architect*, September 1, 2020
 - "The Vision Plan for Boston's Moakley Park"
Published in *Parks & Recreation Magazine*, 2019
 - "Thermal Mass" Exhibit and article published in *Imminent Commons: The Expanded City*, edited by Alejandro Zaera-Polo and Jeffery S. Anderson. 2017
-

Contributions

Elaine Stokes, PLA, is an educator and landscape architect who studies the sociological and narrative implications of North American infrastructure. She is currently a candidate in the Doctor of Design program at Harvard's Graduate School of Design, after spending several years working in professional practice, first at Stoss Landscape Urbanism and then Sasaki. Elaine's research explores the riparian corridors of the Upper Mississippi River Watershed, focusing specifically on dams constructed on sites recognized as sacred land by local indigenous tribes. Her work considers storytelling as a critical method deployed by both federal agencies and indigenous communities to explore new infrastructural imaginaries. This research is situated within the theoretical frameworks of water rights, indigenous sovereignty, river infrastructural history, landscapes of memory, and contemporary territorial landscape practice.

Elaine currently teaches at Rhode Island School of Design, where she has led foundational studios and seminars focused on digital representation. Previously, Elaine earned her Bachelor of Arts in Architecture from Washington University in St. Louis and her Master's in Landscape Architecture from the GSD, where she graduated with distinction. Her work and writing have been featured in *Pidgin*, *Paprika!*, and *World Landscape and Architecture (WLA)*, as well as various edited volumes.

Elizabeth Dean Hermann

Professor

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard University	6	Ph.D in Islamic Urban History 1996
Cornell University	5	Bachelor of Landscape Architecture 1983
University of Vermont	4	Bachelor of Arts 1977

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	28	Advanced Design Studio Urban Systems Studio Urban Contexts Design Principles Design Research Thesis Research, Theory and Design
Massachusetts Institute of Technology	2	Urban Studies
Harvard Graduate School of Design	2	Urban Studies + History
Brown University	16	South Asian Studies

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Taasi East	7	Co-Founder/Director
Desine Lab	9	Co-Founder/Director
Tamassee Institute	2	Co-Director
Aga Khan Development Network	1	Consultant
Asian University For Women Support Foundation	3	Senior Planning Advisor
Sasaki	8	Associate

PROFESSIONAL REGISTRATION

NA

Professional & Academic Activities

- 2017–2018 Fulbright Scholar (Batticaloa, Sri Lanka)
- 2014–PRESENT Research Fellow, Collaborative for Inclusive Urbanism, University of Oregon
- 2022 RISD Professional Development Grant
- 2021 Urbanisation, Cities and Future Planning Through Design
- 2021 American Institute of Sri Lankan Studies/Aisls *Community College Curriculum Development Grant*
- 2021 RI Council for The Humanities
- 2020 City and Risk: Achievements and Opportunities
- 2020 Future of Urban Design: A Conversation About Resilience and Repair
- 2019 Race and The Environment Symposium
- 2019 Global Dialogues: The Repair of Place
- 2018 Intangibility and the Politics of Resistance
- 2017 The Arts In Conflict Transformation and Peacebuilding
- 2017 The Arts In Conflict Transformation and Peacebuilding
- 2017 The Human Figure in Islamic Art
- 2017 Housing, Community and Place: Tapping Into The Silver Economy
- 2016 Rethinking Urbanism in Light Of Climate Change, Cultural Diversity and Recent Conflict in a Sri Lankan City
- 2016 Desine Lab and Social Entrepreneurship in a Global Context
- 2016 Faith and Memory: Women's Interfaith Stories and The Building of a Memory Archive In Post-Civil War Sri Lanka
- 2017 RISD Faculty Development Grant
- 2016 Design, Democracy And Work
- 2015 RISD Bridge Grant

Publications

- In Process Cities Of Silt And Sand: Urbanization, Displacement And Environment In The Bay Of Bengal Region
- Widening Waters: Landscape, Identity And Narrative In Sri Lanka
- Beyond Silence: Conflict And Creativity In Sri Lanka
- In Processwater, Urbanization, And Climate Change In Colombo, Sri Lanka

- 2021 "A View From The Design Community" In *Accountability To Affected Populations In Times Of Pandemic*, Southasiadistas.net, Issue No. 192 (Feb 2021), 16-17.
- 2021 "Intersections: Environment, Culture & Resilient" *Societies In The Bay Of Bengal Region: 1996-2021* (Unpublished)
- 2019 "Making Space: Creativity And Resilience In War-Time Sri Lanka" In *V.1, Publication Of The Rhode Island School Of Design* (Spring 2019)
- 2015 "Rebuilding The Post-Industrial City: Three Years Of Desine Lab In Central Falls, RI" Rhode Island School Of Design

Contributions

Elizabeth Hermann is a landscape architect, urban designer and cultural historian whose research and teaching focus on cities, their cultural and environmental interconnectivity, and issues pertaining to economically-disadvantaged populations, gender, climate change and coastal communities, and ecosystem-based adaptation strategies. For the past 25 years her work has been centered in South Asia and the coastal cities of the Bay of Bengal region where rapid urbanization, conflict, environmentally-driven displacement, and competing land interests are compounded by climate change impacts.

Hermann received her PhD from Harvard where she focused on urban history and pandemic disease in the pre-modern Muslim world. She has taught at MIT, Harvard, Brown, and Washington University in St Louis. She has been Social Innovator-inResidence and a visiting scholar in Babson College's Social Innovation Lab and Entrepreneurship Program; a SPURS Fellow in Urban Studies and Planning at MIT; a senior Fulbright Fellow in Sri Lanka; a Fellow of the American Academy in Rome; and is a Professional Fellow in Economic Empowerment with the US State Department. Hermann is founder and co-director of TAASI East, an international independent non-profit applied research lab working with partners in Sri Lanka and elsewhere on issues of social and environmental justice, community development, and climate change impacts. Hermann is currently completing two book projects: *Cities of Silt and Sand: The Bay of Bengal and its Narrative of Urbanization, Displacement and Struggle*, and *Widening Waters: Landscape, Identity and Narrative in Sri Lanka*.

Elizabeth Hunt

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Rhode Island School of Design	3	Master of Landscape Architecture 2020
Colorado College	4	Bachelor of Arts, History

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	3	Plants: Botany + Ecology History of Landscape Architecture <i>Fellow</i> Issues in Landscape History <i>Fellow</i>

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Plant Nursery	3	Founder / Director
AK Design	2	Designer
DHM Design	1	Designer

PROFESSIONAL REGISTRATION

NA

PROFESSIONAL & ACADEMIC ACTIVITIES

NA

PUBLICATIONS

NA

Contributions

Lizzie Hunt is a landscape designer and researcher whose work focuses on plants, landscape stories, and creativity. She is the founder of an experimental nursery for ecotypic plants, where she collects, propagates, and conducts field studies with regional plants. She has a BA in history and is currently researching marginalized landscape stories in Rhode Island. In her teaching, Lizzie believes that creativity and empathy inspire more inclusive and engaging ideas.

She has worked for Ann Kearsley Associates, DHM Design, and the Denver Botanic Gardens.

Ellen Garrett

Adjunct Faculty
Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	2	Master of Landscape Architecture 2013
Carnegie Mellon University	5	Bachelor of Architecture 2011

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	1	The Thesis Book
City College of NY	1	Digital Media
Northeastern University	1	Fundamentals of Representation
Harvard University School of Design	1	Career Discovery

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
FWD: Flatbush Workshop for Design	1	Founder / Partner
Nelson Byrd Woltz	3	Associate
Snohetta	2	Associate
James Corner Field Operations	4	Project Designer

PROFESSIONAL REGISTRATION

Licensed Landscape Architect, State of New York

Professional & Academic Activities

- American Society of Landscape Architects, *Member*
- 2016 Kate Neal Kinley Memorial Fellowship

Publications

- 2021 SAVING PLACES "A Designed Response to Heritage Uplifts the Spiritual Legacy of John and Alice Coltrane."
Savingplaces.org, 26 July 2021 | *Co-author*
- 2019 ACSA Conference "Atmospheric / Metabolic: An Architecture of Subsistence" | *Panelist*
- 2019 BIT by BIT Breaking the Barrier for Girls in Tech Conference | *Art and Design Panelist*
- 2017 PIDGIN 22 FLORA + FAUNA "The Polar Microcosm" | *Princeton University Architectural Journal*

Contributions

Ellen Garrett started teaching at RISD in the spring of 2022, instructing the Written and Visual Narrative: Crafting the Thesis Book course accompanying the thesis studio. In the upcoming academic year, she will co-teach the Research, Theory, and Design course alongside Elizabeth Dean Hermann. Together they lead students in their final year through the exploration of a thesis topic in landscape architecture. Before teaching at RISD, Ellen taught at the City College of New York, Northeastern University, and the Harvard Graduate School of Design.

In addition to her work in academia, Ellen is a registered landscape architect with nearly a decade of experience working in New York City. She has had the privilege to work on a wide range of projects, each focusing on unearthing individual and collective narratives embodied in a place. She has experience leading community engagement efforts that ultimately drove design and decision-making on large public projects. In January of 2022, Ellen launched The Flatbush Workshop for Design to empower communities to tell their stories through the built environment.

Emily Vogler

Associate Professor

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
University of Pennsylvania	3	Master of Landscape Architecture 2010
University of New Mexico	4	Bachelor of Arts Environmental Design

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	9	Advanced Design Studio Topics In Representation Global Summer Studio
University of Pennsylvania	1	Summer Field Ecology

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Commonplace Landscape and Planning	10	Founder/Director
Michael Van Valkenburgh Associates	3	Associate

PROFESSIONAL REGISTRATION

NA

Professional & Academic Activities

- American Society of Landscape Architects, *Member*
- 2018 Council of Educators in Landscape Architecture: Research by Design *committee member*.
- 2016 Board of Directors: Westport River Watershed Alliance.
- 2016 Board of Directors: Society for Ecological Restoration. New England Chapter
- 2016 Research Committee: Landscape Architecture Foundation
- 2018 Bayard Ewing Building Gallery, *Acequais: Infrastructural Logic | Material Logic*
- 2017 Sol Koffler Gallery: *RISD, Future of Dams*

- 2021 Turning to the Rivers: Using art and design to strengthen sense of place and facilitate community involvement in envisioning the future of the Blackstone River
- 2021 Dam Atlas: Fostering Ecosystem Health and Community Collaborations
- 2021 Nemasket River Enhancement Plan
- 2019 FUTURE OF DAMS: Strengthening the scientific basis for decision making about dams: *Multiscale, coupled-systems research on ecological, social, and economic trade-offs*
- 2016 Grain Bikes: Diversifying Local Agricultural Production
- 2015 HUD National Disaster Resilience Competition—*with Yale Urban Ecology and Design Lab*
- 2019 "Littoral Commons: Ceramic + Landscape Collaboration at the Land Water Edge"
- 2019 "Littoral Commons: Using art and design to engage the public in shaping the water's edge"
- 2018 "Future of Dams: The Role of Design in Supporting Complex Environmental Decisions"
- 2018 "Future of Dams: The Role of Design in Supporting Complex Environmental Decisions"
- 2018 "Shell-ter: Sculptural Forms as Infrastructure for Coastal Resilience and Education"
- 2018 SCALE SHIFT: Infrastructural Logic | Material Logic
- 2016 "Ditch Urbanism: Water infrastructure in the Middle Rio Grande Valley"
- 2016 "Infrastructural Regionalism: LAF Olmsted Scholars Presentation"
- 2016 "A Framework for Coastal Ecology: Sculptural Forms as Infrastructure of Coastal Resilience and Education".

Publications

- "Critical Making in Landscape Architecture" Chapter in Simon Bussiere. *Conceptual Landscapes: Critical Perspectives in the Earliest Stages of Design*. Rutledge. Forthcoming publication, Fall 2021
- Grain Bikes: Tools that shape the way we shape the land On Site Review- Tools. Forthcoming Publication, Summer 2021.
- "Building Watershed Democracies". *The New Farmers Almanac, Grand Plan* (Greenhorns, V5).
- "Language Effects on Bargaining" Weir MJ, Ashcraft CM, Leuchanka Diessner N, McGreavy B, Vogler E, Guilfoos T (2020) Language effects on bargaining. PLoS ONE 15(3): e0229501. <https://doi.org/10.1371/journal.pone.0229501>
- "Ditch Urbanism: Water Infrastructure in the Middle Rio Grande Valley" Emily Vogler & Jesse Vogler (2020) *Ditch Urbanism, Journal of Architectural Education*, 74:1, 133-137.
- "Working Diagrams: Visualizing Interdisciplinary Collaboration And Research Processes." *Scape Magazine*. #16.
- "A multiscale approach to balance trade-offs among dam infrastructure, river restoration, and cost". Samuel G. Roy, Emi Uchida, Simone deSouza, Ben Blachly, Emma Fox, Kevin Gardner, Arthur Gold, Jessica Jansujwicz, Sharon Klein, Bridie McGreavy, Weiwei Mo, Sean M. C. Smith, Emily Vogler, Karen Wilson, Joseph Zydlewski, David Hart. *Proceedings of the National Academy of Sciences* 115(47):12069–12074.
- "Ditches of the Middle Rio Grande Valley" Self published guidebook. with Jesse Vogler.

Contributions

Emily Vogler is a landscape architect whose research, design and teaching investigate social-ecological systems surrounding water infrastructure, sense of place and climate uncertainty. She has ongoing research projects looking at the irrigation ditches in New Mexico, aging dam infrastructure in New England and coastal adaptation strategies in Narragansett Bay. In her research and design practice, she investigates how the restoration of the commons can help build resilience to climate change and strengthen communities' sense of place. Emily is an associate professor at RISD where she teaches seminars and design studios on hydrological systems, urban ecology, landscape commons, community engagement strategies, and material and site-based strategies to restoration. Vogler served as Landscape Architecture department head at RISD from 2017–19. Prior to teaching at RISD, she was a senior project manager at Michael Van Valkenburgh Associates and the 2010 National Olmsted Scholar.

Erik Kramer

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	3	Master of Architecture 1998
Amherst	4	Bachelor of Arts 1993

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	12	History Theory
Connecticut College	1	History
Boston Architectural College	3	History

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Reed Hilderbrand	22	Principle
Keith LeBlanc Landscape Architecture	3	Designer

PROFESSIONAL REGISTRATION

Registered Landscape Architect, State of Massachusetts

Professional & Academic Activities

- 2020 "American Association of Museums: Creating Space — Managing Inclusive Experiences to 'Remember the Alamo' Now" Chicago, IL
- 2020 "The Nature of Culture: Context and Content" NJ ASLA Closing Keynote
- 2019 "Putting the Green in Infrastructure: An Urban Campus' Higher Performance Landscape" SCUP Seattle, WA
- 2019 "Urban Forest Futures: Climate Change, Social Equity, and the Contemporary City" ASLA Annual Conference, San Diego, CA
- 2019 "Two-way Street: Building Value Through Long-Term Relationships" ASLA Annual Conference, San Diego, CA
- 2018 "Uncharted Waters: Liability Risks of Inaction in the Face of Climate Change" ASLA Annual Conference, Philadelphia, PA
- 2017 "Society of Garden Designers London: Traditions of Invention" London, UK

Publications

- Co-Author, "Pedogenic Processes and Urban Tree Health in Engineered Urban Soils in Boston, Massachusetts, USA", *Soils Science: An Interdisciplinary Approach to Soils Research*, July/August 2018. Vol. 183.
- Book Review: *Elizabeth Milroy, The Grid and the River: Philadelphia's Green Places, 1682–1876*, CAA reviews, 2017.
- "Below and Beyond: Long-term Performance of Urban Planting Systems," *Landscape Architecture Frontiers*, December 2015

Contributions

Eric Kramer is a Partner and Principal of Reed Hilderbrand. He has designed numerous landscapes associated with the renewal and enrichment of campuses, cities, and institutions. Eric joined the practice in 2000, bringing a rare commitment to communicating design knowledge, rooted equally in rigorous scientific field research and the engagement of people and communities. His works include Boston's Central Wharf Plaza, the Alamo Plaza Interpretive Master Plan in San Antonio, Texas, Pier 4 Waterfront Park and Plaza in Boston, Massachusetts, and the Clark Art Institute in Williamstown, Massachusetts. He edited *Visible|Invisible*, the firm's award-winning monograph.

Eric received a Master of Landscape Architecture from the Harvard Graduate School of Design, where he received the Charles Eliot Fellowship, and graduated from Amherst College, where he was honored as a Thomas J. Watson Fellow. Eric is an adjunct professor in the Rhode Island School of Design's landscape architecture program and has served on the 2014 ASLA student awards jury, the ASLA Annual Meeting Educational Advisory Committee and the Landscape Architecture Magazine Editorial Advisory Committee.

Gavin Zeitz

Adjunct Faculty
Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Rhode Island School of Design	3	Master of LandscapeArchitecture 2018
University of Vermont	4	Bachelor of Science B.S. in Environmental Studies & Community Design 2014

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	4	Material Logic Site, Ecology and Design

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Landing Studio	5	Designer

PROFESSIONAL REGISTRATION
NA

Professional & Academic Activities

- 2020 Greenhorns ORG *Design Consultant*
- 2020 Agrarian Trust *Design Consultant for Somali Bantu Community Farm Vision Plan*
- 2018 What Cheer Flower Farm! *Landscape Design Consultant*
- 2018 Dutch Design Week: Design Indaba *Antenna Speaker*
- 2018 Maharam Fellowship (JONAA Iceland) *RISD*
- 2018 Outstanding Thesis Award *RISD Landscape Architecture*
- 2018 Lowthorpe Traveling Fellowship (Greenland) *RISD Landscape Architecture*
- 2018 "Post Nature" Graduate Exhibition Curator *RISD Landscape Architecture*
- 2018 "The Arctic Commons" *Polar Opposites at Granoff Center* (Exhibition at Brown U.)
- 2015–2018 Future of Dams (RISD) *Research Assistant + Community Organizer*
- 2017 Architecture Studies Travel Award (Alaska) *RISD Architecture*
- 2017 Dredge Research Collaboration *Research Collaborator*
- 2017 ASLA Merit Award *Rhode Island ASLA Chapter*
- 2016 SHELLTER Oyster Project (RISD) *Fabrication, Installation, Community Outreach*
- 2016 Providence Parking Day Competition Winner *Shell-Ter Oystertecture Exhibit*

Publications

- 2022 Ecological Restoration, "Beyond Binaries"
- 2020 Ground UP Journal —"Arctic Commons"
- 2019 Nature Journal —"Promises and Perils of Sand Exploitation in Greenland" Co-Author

Contributions

Gavin Zeitz is a landscape architect and design researcher interested in the overlapping relationships between social and ecological space particularly surrounding infrastructure and active industrial contexts. His research investigates the landscape commons and how socio-ecological resources are cultivated and managed. He typically works within the context of hydrological systems, infrastructure, urban ecology and environmental justice. Gavin enjoys cross-disciplinary collaborations and thinking across scales from regional planning to site specific interventions. His teaching focuses on material relationships of constructing landscapes as well as ecological design in post-industrial and marginalized landscapes.

Gavin is based between Maine and Rhode Island, but works across New England collaborating with various environmentally focused non-profits. He holds a B.S. in Environmental Studies and CDAE (Community Development and Applied Economics) from the University of Vermont and a MLA from RISD, where was awarded the Thesis Prize, a Maharam Fellowship and a Lowthorpe Travel Scholarship for his thesis *The Arctic Commons*. At RISD he has been involved with the interdisciplinary research project *The Future of Dams*, a regional partnership focused on re-envisioning the community decision-making process to address dammed landscapes throughout New England. Previously Gavin worked at LANDING Studio, a design, planning and research firm with a focus on integrating industry and infrastructure with environmental performance and community-driven design. His work has been featured at Dutch Design Week, Nature Magazine, Ground UP Journal, and Brown Granoff Center.

Hope Leeson

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Brown University	4	Bachelors Studio Art and Environmental Life Sciences 1982

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	11	Weeds of Providence Plants: Botany and Ecology Winter Tree Watching Botany in the Kitchen Introduction to the Botanical World
University of Rhode Island	4	Field Botany and Taxonomy

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
RISD Nature Lab	2	Botanist-in-Residence
RI Natural History Survey	15	Habitat Restoration
Napatree Point Conservation Area	7	Habitat Restoration

PROFESSIONAL REGISTRATION

NA

Professional & Academic Activities

- 2022 Rhode Island School of Design Color Lab Fellowship
- 2017 Wildlife Conservation Society, *Climate Adaptation Fund award to Rhode Island Natural History Survey in support of its Rhody Native initiative for habitat management at the Norman Bird Sanctuary, Middletown, RI*
- 2017 Coastal Resources Management Council Habitat Restoration Fund, and the University of Rhode Island Coastal Institute, *program funding for Rhode Island Natural History Survey in support of its Rhody Native initiative for habitat restoration at Napatree Point Conservation Area, Westerly, RI*
- 2017 Prospect Hill Foundation *program funding to Rhode Island Natural History Survey in support of its Rhody Native initiative*
- 2015 Rhode Island Foundation *funding award to Rhode Island Natural History Survey in support of its Rhody Native initiative*
- 2022 Block Island Experience *Rhode Island School of Design*
- 2022 Hyundai Motor Group *Rhode Island School of Design Partnership*
- 2018 Newport Tree Society; *Workshop Series on seed collection, and germination of tree species*
- 2018 Cape Cod Museum of Natural History, 2019; *Restoring habitats; the role of native plant seed Connecticut College, Smaller American Lawns Today, Why Native Plants Conference*
- 2017 Newport Tree Society; *Workshop Series on seed collection, and germination of tree species,*
- 2015 Rhode Island Wild Plant Society, *Native Plant Symposium; Local Efforts to Bring Local Ecotypes to Market*

Publications

- Leeson, Hope, 2019. Botanical assessment of coastal habitat along three coastal lagoons in Rhode Island, and disturbance mediated responses of vegetation to thin layer deposition; White Paper for *Rhode Island Coastal Resources Management Council*
- Leeson, Hope, 2018. Freshwater wetlands of the Highest Ecological Value; White Paper for the *Rhode Island Department of Environmental Management*
- Gardner, Graham L. and H. Leeson, 2015. *Rhody Native; Growing the Local Aesthetic*, Chapter News, RI Chapter American Society of Landscape Architects

Contributions

For the last 35 years I have worked professionally as a field botanist inventorying the plants in Rhode Island's natural communities. My work has entailed determining where wetland systems begin and end, looking for rare and uncommon native plants, and assessing the impact of those considered non- native and invasive. In 2010, through my work at the Rhode Island Natural History Survey, I formed the Rhody Native initiative, for the collection and propagation of native plant seed from wild populations, for the purposes of diversifying existing plant communities and habitat restoration.

In addition to field work, I have enjoyed teaching on topics of botany and plant ecology as well as leading field trips. My own education involved a mix of science and art, for I found that it was through artistic expression that I learned from the natural world around me, and could apply the academic concepts learned to what I observed. In more recent years, my learning has been directly from plants themselves. First through the collection and propagation of their seed, and now through experimentation with their pigments and tannins.

In 2012 I began teaching botany at the Rhode Island School of Design, and now teach several courses through the Science curriculum in the History, Philosophy and Social Sciences and Landscape Design and Architecture Departments. In addition, I am now also the Botanist in Residence at RISD's Edna Lawrence Nature Lab.

Jacob Mitchell

Adjunct Faculty
Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Clark University	2	PhD Candidate Geography 2025
University of Toronto	3	Master of Landscape Architecture 2009
York University	4	Bachelor of Environmental Science 2006

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	4	Constructed Landscapes Topics In Representation Hydrological Systems
The Ohio State University	4	Urban Studies Hydrological Systems
Louisiana State University	2	Hydrological Systems Urban Studies Media + Mapping Ecology

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Coastal Sustainability Studio	2	Designer/Research Associate
Du Toit Allsop Hillier	2	Urban Designer
Center for Landscape Research	5	Research Associate

PROFESSIONAL REGISTRATION
NA

Professional & Academic Activities

- 2019 Mitchell, Jacob "Measured perspective: a survey of point-clouds for landscape"
Council of Educators in Landscape Architecture
- 2018 Shifting Foundation—LSU Coastal Sustainability Studio | *Center for River Studies, Baton Rouge, LA*
- 2016 LSU Coastal Sustainability Studio Current Works LSU Coastal Sustainability Studio
LSU College of Art and Design, Baton Rouge, LA
- 2015 Losing Ground Foundation (LSU Coastal Sustainability Studio)
LSU College of Art and Design, Baton Rouge, LA
- 2016 Mitchell, Jacob, and Karen May "Redrawing Louisiana's Coast: Landscape Visualization as Cultural Agency"
Landscape Architecture as Necessity USC Conference
- 2016 Mitchell, Jacob | "Visualizing Coastal Landscape Dynamics: An Overview of the LSU Coastal Sustainability Studio's Visual Communication Program"
- 2016 Twilley, Robert, Emad Habib, Leanna Heffner, Jacob Mitchell, and Douglas Williams
"Panel: Innovative Use of Data and Models to Support Water & Coastal Education and Outreach"
- 2016 Mitchell, Jacob, and Karen May | "Visualizing restoration techniques to facilitate public understanding"
Council of Educators in Landscape Architecture Conference
- 2016 Carney, Jeff, Jacob Mitchell, and Sarah Schramm | "Landscape representation tools contextualize data, adding meaning and perspective for public evaluation" | *Council of Educators in Landscape Architecture Conference*
- 2016 May, Karen, and Jacob Mitchell | "The trouble with scale: representing and understanding Louisiana's Coast"
Council of Educators in Landscape Architecture Conference
- 2015 Mitchell, Jacob | "Plans for Louisiana's new coastal education & research facility"
Coastal & Estuarine Research Federation Conference

Publications

- Danahy, J., Mitchell, J., Wright, R., Hoinkes, R., & Feick, R. (2015). Multi-Scale 3D Geovisualization of Urban Heat Island Data for Planning Dialogue in Toronto (C. N. Silva, Ed.). In *Emerging issues, challenges, and opportunities in urban e-planning* (pp. 166-187). Hershey, PA: IGI Global.
- Mitchell, J. M. D., Kuai, X., Holzman, J., May, K., Coakley, G., He, C., . . . Carney, J. (2016). New Orleans – Port City to Global Hinterland. *ARCH+*, 223, 57-59.
- Carney, J., Mitchell, J., & Schramm, S. (2016). Contextualizing data with landscape representation tools: adding meaning for public evaluation. *Landscape Research Record*, 5, 9-18.

Contributions

Jacob Mitchell is a PhD candidate at the Graduate School of Geography at Clark University where he studies how infrastructure shapes urban development and the ability of coastal cities to adapt to climate change. Trained as a landscape architect with additional background in urban and environmental studies, Jacob's work marries visual, ethnographic, and relational methods towards developing a greater understanding of the social dimensions of infrastructure, path dependencies, and people's ability to anticipate and enact change. Jacob has taught and practiced design and visual communication in an array of different institutional and organizational settings including at the Rhode Island School of Design, the Ohio State University, and Louisiana State University.

Johanna Barthmaier-Payne

Associate Professor, Department Head

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
University of Pennsylvania	3	Master of LandscapeArchitecture 2011
Maryland Institute College of Art	4	Bachelor of Fine Art Environmental Design 2007

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	7	Advanced Design Studio Topics In Representation Site, Ecology + Design Technology + Materials Hydrological Systems Design Foundations + Field Ecology Representation Design Research Thesis

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
A TON	5	Co-Founder/Partner
James Corner Field Operations	7	Associate
OLIN	2	Designer

PROFESSIONAL REGISTRATION

NA

Professional & Academic Activities

- American Society of Landscape Architects, *Member*
- Openteam (Open Technology Ecosystem for Agricultural Management) *Advisory Committee Member + Research Partner*
- PNPP (Providence Neighborhood Planting Program) *PVD urban tree plan Advisory Committee Member*
- Warren + Bristol Land Trust, *Board Member*

- 2021 Providence Basule Bridge Competition, Crook Point Park with Goode Landscape
- 2019 Metis, Redford Garden Competition, Above The Grain with Jennifer Birkeland
- 2018 Metis, Redford Garden Competition, Keep The Line with Karli Molter
- 2017 Metis, Redford Garden Competition, The Drumlins with Cas Holman
- 2016 One Prize, Storm Curl with Jennifer Birkeland
- 2021 SERE (Society Of Ecological Restoration) **WORKSHOP:** *Common ground: exploring designed urban landscapes through the lens of experimental ecological restoration*
- 2021 Youth In Action Equity Workshop **WORKSHOP:** *Creating Collaborative Governance for the PVD Urban Tree Plan*
- 2021 SERE (Society Of Ecological Restoration) **WORKSHOP:** *Science and the Design of Cultural Landscape: Data Driven Design in the Built Environment*
- 2021 OpenTEAM Collabathon **WORKSHOP:** *Equity in Practice in Regenerative Land Use*
- 2021 OpenTEAM In Depth Learning Series **LECTURE:** *Regenerative Land Use in Designed Landscapes*
- 2020 CELA (Council of Educators in Landscape Architecture) **PRESENTATION:** *Building Local Partnerships for Watershed Improvement*
- 2020 RISD Grad Research Assistantship Grant *Regenerative Landscapes*
- 2020 Nsquare Innovation Summit and Exhibition, *Exhibition + illustration/Visualization*
- 2019 Seaform Exhibition Salone del Mobile Milano, RISD Global with Kayla Murgo, Elizabeth Hunt + Cornelia Overton
- 2019 Save The Bay **WORKSHOP:** *Stormwater Conversations Lessons in Green Infrastructure Lecture*
- 2019 Climate Futures, RISD NCSS Symposia *Panelist*
- 2018 CELA ((Council of Educators in Landscape Architecture) *Skills Versus Implementation in Visualization*
- 2019 RISD Conference Fund SERE **WORKSHOP:** *Science and the Cultural Landscape: Data Driven Design in the Built Environment*
- 2019 SNEP Fund Recipient Town of Warren Right of Way Restoration
- 2018 RISD Grad Research Assistantship Grant *Impacts of Supplemental Environmental Projects*
- 2017 SNEP Fund Recipient Riparian Buffer Restoration Toolkit
- 2017 ASLA National Conference, Los Angeles **LECTURE PANEL:** *Designing Innovative Habitats*
- 2017 Urban Infrastructure and Aquatic Habitat Precipice Exhibition; Queens Boulevard Future Roadways, Co-curator, Sol Koffler Gallery - RISD
- 2017 Scale Shift Exhibition, Co-curator, Bayard Ewing Gallery, RISD

Publications

- 2018 Architectural Record Domino Park by James Corner Field Operations
- 2018 AIA New York Urban Design: Domino Park
- 2016 Architecture Magazine, Seattle Central Waterfront

Contributions

Johanna Barthmaier-Payne, RLA is an Assistant Professor and Department Head of the Landscape Architecture Department at the Rhode Island School of Design in Providence, RI, USA. She is the director and co-founder of A TON, a multidisciplinary design studio working with landscapes, industrial and graphic design in the public realm. Their work focuses on outreach communication tools and strategic planning around large scale environmental management with an emphasis on placemaking and public space design. She is currently collaborating with the City of Woonsocket, RI, USA to develop a toolkit and framework plan for site selection that maximizes stormwater management around the design of quality public space. Her previous work includes Future of Dams, a National Science Foundation supported grant looking at the cultural and ecological decision-making scenarios for dam removal in New England. She serves as a board member and active agent of the Rhode Island Land Conservation Trust. Johanna graduated from the University of Pennsylvania with a Master's in Landscape Architecture.

Joseph James

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Rhode Island School of Design	3	Master of LandscapeArchitecture 2003
Michigan State University	5	Bachelor of Landscape Architecture 2000

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	12	Advanced Design Studio Topics In Representation Global Summer Studio
The Boston Architectural College	4	Introduction to Site Design

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Eponymous Practice	2	Founder / Partner
Reed Hilderbrand	19	Associate Principal

PROFESSIONAL REGISTRATION

Landscape Architect, State of Massachusetts #1560, New York # 3028, Rhode Island #732

Professional & Academic Activities

- American Society of Landscape Architects, *Member*
- 2019 *Current*: Michigan State University Landscape Architecture Alumni Accreditation Board
- 2020 *Current*: BSLA K-12 Committee Co-Chair
- 2021 Youth Landscape Architecture Studio - *Mentoring Firm*
- 2022 LAF - Fellowship for Innovation & Leadership
- 2021 *Panelist*: LAF Webinar: "Superstudio Spotlight: Engaging Boston Teens in the Envisioning of Franklin Park"
- 2015 *Moderator*: ASLA Annual Meeting, "Collaborate, Not Compete: A New Paradigm for Design," *Chicago IL*
- 2016 *Moderator*: ASLA Annual Meeting, "Learning from Louisiana: Planning as a Catalyst for Renewal"
New Orleans, LA

Awards With Reed Hilderbrand

- 2020 BSLA Award for Design: *The Central Green, Baton Rouge Louisiana*
- 2018 ASLA Award for Residential Design: *The Blue Garden, Newport, RI*
- 2017 BSLA Honor Award for Design: *The Blue Garden, Newport, RI*
- 2017 BSLA Merit Award for Design: *The James Baldwin Library at the MacDowell Colony*

Publications

- James, Joseph. "From a Parent's Notebook" *BSLA Fieldbook*, Issue 11, 2020.
- James, Joseph "From a Parent's Notebook" *BSLA Fieldbook*, Issue 10, 2019.

Contributions

Joseph James is the founder of Eponymous Practice, a studio for landscape architecture, outreach and storytelling. He shapes the work through his interests and observations of the natural and cultural worlds and grounds each project in pragmatic, yet expressive solutions. Prior to founding his practice, Joe was an Associate Principal at Reed Hilderbrand with two decades of experience leading landscape projects of all scales throughout the nation. His teaching at RISD reflects the fundamental connection between landform, hydrology and planting systems and the collective ability to shape the human experience in the landscape. He shares with his students his passion for precisely shaping and sculpting the surface of the earth and developing elegantly crafted details out of simple materials.

In addition to leading his practice and teaching, Joe serves as Co-Chair of the BSLA's K-12 Committee where he develops programs to introduce kids to landscape architecture. Joe is a recipient of the Landscape Architecture Foundation's Fellowship for Leadership and Innovation where he is developing a graphic novel to further introduce his profession to a younger, more diverse audience, and to foster awareness and advocacy for quality greenspace and a more humane public realm.

Julian Osorio

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Iowa State University	2	Master of Fine Art Graphic Design 2016
Universidad Jorge Tadeo Lozano	4	Bachelor of Fine Art Graphic Design 2011

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	3	Representation 2 Topics In Representation
Boston Architectural College	3	Digital Media
Iowa State University	3	Digital Media

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Exit Design	2	Lead Graphic Designer
Sasaki	4	Urban Designer + Graphic Designer
SMMA	3	Lead Graphic Designer

PROFESSIONAL REGISTRATION

NA

Professional & Academic Activities

- 2021 Iconography and Graphic Practice. Sasaki Foundation Design Grants; Watertown, MA.
2016 American Society of Landscape Architects (ASLA) Central States Professional Merit Award: Parklet Vegas
2016 American Society of Landscape Architects (ASLA) Nevada 2016 Professional Merit Award: Parklet Vegas
2015 "Sound Mapping and the Urban Soundscape" Iowa State University + University of East London; Ames, IA.

PUBLICATIONS

NA

Contributions

Julián Osorio is a designer, artist, musician, and educator. His background is shaped by the two places he's called home: Colombia and the United States. As well as his dual passions for design and music. Throughout his career he's worked with prestigious design firms such as Sasaki, and clients from around the globe. He's taught design courses ranging from typography, to advanced visualization and animation. In 2016 he was selected to teach branding and typography in Rome for Iowa State University, and participated in the design and construction of the Legame exhibition at the 2016 Venice Biennale.

Julian is currently the lead Designer at Exit Design, where he directs the development of environmental graphics and wayfinding programs for parks, hospitals, public spaces, higher-education campuses, as well as corporate workplaces. He is driven by the belief that our lived experiences are shaped by how we are able to understand and navigate our environments, and how we can see ourselves and our cultures reflected in the visual language that surrounds us.

Michael Blier

Adjunct Faculty
Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	2	Master of LandscapeArchitecture 1994
Rhode Island School of Design	5	Bachelor of LandscapeArchitecture 1986

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	22	Advanced Design Studio Design Research Thesis Constructed Landscapes Technology + Materials
Cornell University	10	Advanced Studio Elective
Harvard Graduate School of Design	3	Advanced Elective Studio

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Landworks Studio	17	Founder / Partner
Martha Schwartz, Inc.	3	Senior Designer
Payette Associates, Inc.	6	Senior Designer

PROFESSIONAL REGISTRATION

Registered Landscape Architect: MA (#1166), ME (#2600)

Professional & Academic Activities

- 2022 ASLA-CT Merit Award | 165 Capitol Avenue, Hartford, CT
- 2020 BSLA Merit Award | Solitaire Tower, Taichung, Taiwan
- 2017 Inducted into ASLA Fellows
- 2016 BSLA Honor Award | Zelkova Urban Garden, Taichung, Taiwan
- 2016 BSLA Merit Award | 1st and M Apts, Washington D.C.
- 2015 ASLA Honor Award | 200 5th Ave., New York, NY
- 2015 BSLA Honor Award | 200 5th Ave., New York, NY
- 2015 BSLA Merit Award | Vertical Slice Garden, Taichung, Taiwan

Publications

<https://landscapearchitecturemagazine.org/2022/06/16/line-by-line>

Contributions

Michael Blier is a registered landscape architect and founding principal of the critically recognized design group Landworks Studio, located in Salem, Massachusetts.

Michael's recent work is largely urban and site-specific in nature. It seeks to exploit the inherent complexities that exist between ecologically challenged sites, environmental and cultural sustainability, material tectonics, and program. Exploring these complexities results in highly performative, experientially, and visually compelling solutions to a broad set of conditions that confront the re-urbanization of disturbed land.

Michael has been teaching studios and visiting as a critic at the Rhode Island School of Design since 1991 as a means of engaging and expanding the discipline of landscape architecture, and to test the processes by which it is conceived. He also led design studios and taught representation courses at Harvard's Graduate School of Design and Cornell University.

He has lectured extensively throughout the United States at universities including the Knowlton School of Architecture at The Ohio State University, Penn State University, Rhode Island School of Design, University of Colorado in Fort Collins, The Taubman School at the University of Michigan, Louisiana State University, The University of Illinois C/U, and Harvard University.

Nick DePace

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Rhode Island School of Design	4	Bachelor of Architecture 1995
Rhode Island School of Design	1	Bachelor of Fine Art 1994

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	15	Advanced Design Studio Constructed Landscapes Global Summer Studio Design Research Thesis
Massachusetts Institute of Technology	3	Digital Media Drawing
Roger Williams University	1	Art + Historic Preservation

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Ad/Hoc Architecture	20	Founder / Partner
DePace + Rogers Architects	11	Co-Founder / Partner

PROFESSIONAL REGISTRATION

NA

Professional & Academic Activities

- 2022 SEI Decolonial Teaching in Action Program. *Rhode Island School of Design*
- 2021 Faculty Conference Fund. *Rhode Island School of Design*
- 2021 Conference: Presenting Cool Cities; *Future Schools, Korean Pavilion at the Venice Biennale*
- 2019 Professional Development Fund Grant. Rhode Island School of Design Project:
Cutting Deep: Manini's Quinta da Regaleira
- 2019 Yesterday Design/Build Scholarship. Waitsfield, VT **COURSE:** *Neighborhood Design/Build Studio*
- 2019 Academic Enrichment + Kyobo Fund Grant. Rhode Island School of Design Project:
See Naples and Die: Panorama & the Poetics of City
- 2019 Yesterday Design/Build School. Waitsfield, VT **COURSE:** *Timber Framing*
- 2019 Haystack Mountain School of Crafts Scholarship. Deer Isle, ME **COURSE:** *Rethinking the Mold*
- 2018 PTFA Technical Development Fund. Rhode Island School of Design, Project:
TERRA FIRMA: Practical Training in Rammed Earth Construction
- 2018 Design Forward RI: Advance. *DESIGNxRI, Providence, RI*
- 2018 Professional Development Fund Grant. Rhode Island School of Design Project: *DRAUGHTED REVOLUTIONS: Drawing parallels between the visionary works of Jean-Jacques Lequeu (1757-1826) and Constant Nieuwenhuys (1920-2005)*
- 2017 PTFA Technical Development Fund. Rhode Island School of Design Project:
All Thumbs: Seeking Practical Training in Sustainable Timber Framing
- 2016 Faculty Conference Fund. Rhode Island School of Design Conference:
Art of Architecture, University of Notre Dame
- 2015 Turner Theatrical and Performance Design Fund. Rhode Island School of Design Project: *Behind the scene(s): the artifice, mechanics, contrivances and craft of the scenic arts. Funding to subsidize student travel and theatre attendance for a collaborative course in the Scenic Arts*

Publications

- 2021 *Fast Company*. Interviewed about the Cool City project and the implementation of ancient subterranean water sources to combat Urban Heat Island Effect in cities.
- 2021 La Repubblica, Napoli. Editorial account of Cool City project presentation from the Venice Biennale and its political importance.
- 2020 *Antiquity: A Review of World Archaeology*. Edited by Robert Witcher. Cambridge U. Press Cover Illustration. "Watercolor of ancient rock-cut settling basin and cistern (foreground) and terrace system (background) currently in use in the northern hinterland of Petra, Jordan."
- 2019 *Report of the Findings and Interpretations of the Historic Newport Spring Structure*
The Newport Spring Leadership Committee, Newport RI
- 2019 *Unchartered. Karga Seven Pictures*, Discovery Channel Interviewed about our subterranean investigation at the Historical Newport Spring by the hosts of an TV show highlighting obscure or inaccessible historical sites in the United States
- 2016 *Undergrounds: Exploring Cities Within*. Reaktion Books Editors: Carlos López Galviz, Paul Dobraszczczyk, Bradley L Garrett Contributing author of a compendium capturing subterranean sites of interest throughout the globe
Essay: "Taming the Quagmire: Cloaca Maxima, Rome" (with Julia Solis)
- 2016 *Art of Architecture: Hand Drawing and Design*. University of Notre Dame, IN Presentation and publication of paper supporting the fundamental need for projection drawing by hand in architectural education. Paper: "A Slow Game: projection drawing and its infinite permutations"
- 2016 *Villa Magna, an Imperial Estate and its Legacies Excavations 2006-10*. British School in Rome. Elizabeth Fentress, Caroline J. Goodson, Marco Maiuro et al. Contributing author, project architect and project illustrator of excavation monograph Chapter: "Water Supply and Drainage" (with Ismini Miliaris)

Contributions

Nick De Pace has taught in RISD's Architecture, Landscape Architecture and Interior Architecture departments since 1999. In 2012 he was Chief Critic of RISD's European Honors Program in Rome, which he participated in as a student at RISD in 1992–93. This summer he will teach an immersive field drawing course at RISD's campus in Rome: the Palazzetto Cenci. In the fall he will lead a cross-disciplinary design studio on the mechanics and craft of the scenic arts with support from the Turner Theatrical and Performance Design Fund and the Department of Interior Architecture.

Between 1996 and 2001, De Pace was project designer for the of the National World War II Memorial in Washington, DC under design architect Friedrich St. Florian. Since 2002, he has designed numerous award-winning residential and commercial projects through his independent practice, Ad Hoc/Architecture in Providence.

De Pace's interest in ancient infrastructural systems, territorial land-water management and the 18th-century drawings of Giovanni Battista Piranesi led to a Fulbright Fellowship in 2005 to document the Emissarium of Lake Albano, a monumental subterranean water conduit of ancient Roman engineering. Since being certified in urban speleology by Roma Sotterranea, he has collaborated on numerous archaeological activities, most recently the architectural reconstructions for the forthcoming publication on the Villa Magna Project in southern Latium.

Nondita Correa Mehrotra

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	2	Master of Architecture 1991
University of Michigan	5	Bachelor of Science Architecture 1984

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	4	Urban Contexts
Massachusetts Institute of Technology	4	Architecture Studios
Harvard Graduate School of Design	3	Advanced Elective Studio
University of Michigan	7	Architecture Studios

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
RMA Architects	26	Principle
Charles Correa Associates	15	Partner/Principle

PROFESSIONAL REGISTRATION

Registered Architect: Massachusetts

Professional & Academic Activities

- Council of Architects, New Delhi, *Member*
- Director of the Charles Correa Foundation
- Board of the Brookline Improvement Coalition
- Master Jury of the Aga Khan Award for Architecture

PUBLICATIONS

NA

Contributions

Nondita Correa Mehrotra is an architect working in India and the United States. She studied architecture at the University of Michigan and at Harvard's Graduate School of Design, and worked for over two decades with Charles Correa. She is a principal in the firm RMA Architects with offices in Mumbai and Boston, and has been involved in the design of such major international projects as the recently-completed Lab of the Future at Novartis' Basel Campus (with RMA Architects) and as project architect with Charles Correa Associates on several projects, including the Ismaili Centre in Toronto and the Brain and Cognitive Sciences building at MIT, as well as several projects in India, including the Salt Lake City Centre near Kolkata.

Mehrotra is Director of the Charles Correa Foundation, which conducts research, assembles publications and facilitates projects focused on the improvement of the built habitat and debates around architecture and urbanism in India. The Foundation supports a publication series, a biennial international conference, lecture series, and designs and curates architectural exhibitions.

She has taught core and advanced architecture studios at the University of Michigan and at MIT, and was a finalist for the design of the symbol for the Indian Rupee, an idea she initiated with the Government of India. She is also on the Board of the Brookline Improvement Coalition, a non-profit local housing development corporation for the purpose of furthering affordable housing opportunities in the Town of Brookline, Massachusetts; is on the Master Jury of the Aga Khan Award for Architecture, an international award which is given every three years to projects that set new standards of excellence in architecture, planning practices, historic preservation and landscape architecture, has also previously been a technical reviewer for the Award, has designed furniture and architectural books, and has curated several exhibitions, including most recently at the Chicago Architecture Biennial, an exhibition titled Sanitation and Equity.

Sara Cohen

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	3	Master of Architecture 2005
Smith College	4	Bachelor of Arts Sociology 2001

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	9	Advanced Design Studio Topics In Representation Global Summer Studio

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Ask +	5	Founder / Partner
Sasaki Associates	5	Senior Associate
Hargreaves Associates	3	Associate
City of New York Department of Parks and Recreation	3	Designer/Planner

PROFESSIONAL REGISTRATION

Registered Landscape Architect: Massachusetts No. 1634

CLARB Certified

Professional & Academic Activities

- American Society of Landscape Architects (ASLA), *Member*
- Boston Society of Landscape Architects (BSLA), *Member*
- City of Cambridge Committee on Public Planting

- 2019 The Lawn on D, *Lecture, Advanced Studio, RISD, Providence, RI*
- 2017 Designing Aquatic Habitats, *ASLA Conference Panel, Los Angeles, CA*
- 2016 The Chicago Riverwalk, *Project Presentation, The Waterfront Center Excellent on the Waterfront Awards*
- 2019 Faculty Exhibition, *Rhode Island School of Design, Providence, RI*
- 2018 Boston Society of Architects Design Awards Exhibition, *BSA Space, Boston, MA*
- 2020 Boston Society of Architects, Honor Award for Design Excellence, *Dartmouth College House Centers*
- 2018 Boston Society of Architects, Honor Award for Hospitality, *Lamplighter Brewery*
- 2018 ASLA, Honor Award for General Design, *Chicago Riverwalk*
- 2016 The Waterfront Center Excellence on the Waterfront Awards
- 2016 ASLA, Illinois Chapter Presidential Award, *Chicago Riverwalk*
- 2015 ASLA Honor Award, *The Lawn on D*
- 2015 BSLA Honor Award, *The Lawn on D*
- 2015 AIA Small Project Design Award, *The Lawn on D*

PUBLICATIONS

NA

Contributions

Sara is a founding principal and registered landscape architect at ASK+ located in Cambridge and Arlington, MA. She has a particular interest in the design and construction of urban public spaces. She believes that through engaging the historical, natural, or social qualities of a site, designers can generate the most technologically innovative, long-lasting, and appropriate designs. At RISD, Sara currently teaches Material Tests: Prototyping and Digital Fabrication, and she has taught Materials and Technology II: Site Engineering and the Constructed Landscapes studio in the past.

Prior to ASK+, Sara was at Hargreaves Associates and Sasaki Associates where she managed and worked on a range of projects from master plan through to final completion. These projects included Blaxland Riverside Park in Sydney Australia, the Chicago Riverwalk, the Lawn on D in Boston, and the Wilmington Waterfront Promenade at the Port of Los Angeles. The Lawn on D won the AIA National Small Project Award and an Honor Award for General Design from the American Society of Landscape Architects (ASLA). The Chicago Riverwalk was awarded an Honor Award for General Design from the ASLA and Rudy Bruner Award for Urban Excellence silver medal. Her projects with ASK+ include Lamplighter Brewery, Broadsheet Coffee Roasters, and the North Meadow on The Greenway. ASK+ was awarded a Boston Society of Architect's Honor Award for Hospitality for Lamplighter Brewery.

Suzanne Mathew

Associate Professor

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
University of Virginia	2	Master of Landscape Architecture 2010 Master of Architecture 2010
Williams College	4	Bachelor of Science Biology 2003

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	10	Advanced Design Studio Topics In Representation Design Principles Urban Systems Studio Design Research Thesis Representation Theory + Research Methods
University of Virginia	1	Landscape Architecture Studios

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Landworks	4	Designer
CBT Architects	1	Designer

PROFESSIONAL REGISTRATION

Registered Landscape Architect, Registration # 626, RI

Professional & Academic Activities

- 2020 Advising Award. ASLA Honor Award in Urban Design as an Advisor for Pan Chen, Erqi Meng, and Siqi Rao, *Cooling Down*
- 2017 Teaching Award Nomination. CELA Teaching Excellence Award Nominee (Nominated by Landscape Architecture Department at RISD)
- 2016 Teaching Award Nomination. RISD Frazier Award Nominee
- 2015 Advising Award. ASLA Honor Award as an Advisor for Zhi Wang, *Walk into the Water*
- 2021 MacDowell Artists Residency (Room and Board). *Recipient of a 4-week artist residency.*
- 2019 Dumbarton Oaks 1-Month Research Award and in Garden and Landscape Studies (\$3000) *Research funding to support 1-month of research and writing at the Dumbarton Oaks and Harvard affiliated libraries.*
- 2019 2-Week Residency at SLU (Swedish University of Agricultural Sciences) funded through SLU Urban Futures (\$2800) *Research funding to support two weeks of field survey at the SLU Landscape Labs.*
- 2019 RISD Academic Enrichment Fund. (\$17,570) *Awarded grant with collaborator Alejandro Borsani to teach the interdisciplinary course Invisible Landscapes and Atmospheric Devices; the course was taught in Spring 2020.*
- 2019 RISD Professional Development Grant (\$1500) *Research funding to support field work and case study research for Lawrence Halprin sites in Portland, OR, and Seattle, WA*
- 2018 RISD Professional Development Grant (\$1300) *Research funding for 'Measuring and Mapping Environmental Phenomena in Union Square, NYC.'*
- 2018 RISD Graduate Research Assistantship Grant (\$4000) *Funding to pay graduate assistant working on 'Measuring and Mapping Environmental Phenomena in Union Square, NYC.'* (Cornelia Overton)
- 2018 RISD Conference Fund (\$2500) *Funding to support presentation at European Council of Landscape Architecture Schools Conference 2018 Landscapes of Conflict, Brussels, Belgium*
- 2018 RISD Graduate Research Assistantship Grant (\$3000) *Funding to pay graduate assistant working on 'Understanding the Impacts of Supplemental Environmental Projects'* (Cornelia Overton)
- 2017 RISD Graduate Research Assistantship Grant (\$4000) *Funding to pay graduate assistant working on 'Mapping Change Over Time.'* Providence, RI (Patricia Noto)
- 2017 RISD Conference Fund (\$2115) *Funding to support presentation at European Council of Landscape Architecture Schools Conference 2017: Creation/Reaction, London, England*
- 2017 RISD Professional Development Grant (\$1540) and New Faculty Grant (\$1500) *Research funding for 'Measuring Spatial Microclimates in the Landscape.'* Rome, Italy.
- 2016 RISD Graduate Research Assistantship Grant (\$4000) *Funding to pay graduate assistant working on 'Tillinghast Farm Phenomenal Monitoring'* Barrington, RI. (Kelsey Wakefield)
- 2016 RISD Conference Fund (\$2000) *Funding to support presentation at Council of Educators in Landscape Architecture Conference 2016: Dilemma: Debate, Salt Lake City, Utah*
- 2021 Lecture. UVA Landscape Lab Series. *'Body, Tool, Space.'*
- 2020 Interview. *Interviewed by Andrea Kahn for SLU Urban Futures Mini-Series. SLU Landscape Meets Suzanne Mathew.'*
- 2019 Lecturer and Workshop Leader. SLU Theme Course. *'Representing Phenomenal Space.'*
- 2019 Conference Presenter. *'Preparing for the Future Historic City in the Landscape Architecture Studio: Miami. Keeping History Above Water, St. Augustine, FL.'*
- 2018 Conference Presenter. *'Body Conflict: Tools for Visualizing the Complexity of Sensory Space.'* European Council of Landscape Architecture Schools Conference 2018: Landscapes of Conflict Brussels, Belgium
- 2018 Invited Speaker. *'Thundermist Design Guidelines: Leveraging Partnerships for Stormwater Management in Woonsocket.'* Rhode Island Green Infrastructure Council Quarterly Meeting, Save the Bay, Providence, RI with Johanna Barthmaier-Payne.
- 2017 Conference Presenter. *'The Temporal Problem of Landscape Representation.'* European Council of Landscape Architecture Schools Conference 2017: Creation/Reaction, London, England
- 2016 Invited Speaker. *'Research as Academic Practice.'* Mayors Institute on City Design: South Regional Charrette, New Orleans, LA
- 2016 Conference Presenter. *'Empirical and Experiential: Implementing Measure in the Observation of Environmental Phenomena.'* Council of Educators in Landscape Architecture Conference 2016: Dilemma: Debate, Salt Lake City, Utah

- 2016 Conference Presenter. *'Preparing for the Future Historic in the Landscape Architecture Studio: Boston. Keeping History Above Water, Newport, RI*
- 2017 Curator. *'Scale Shift.'* Bayard Ewing Gallery, RISD, with Johanna Barthmaier Payne.
- 2015 Curator. *'Critical Issues in Landscape Architecture Curriculum.'* Bayard Ewing Gallery, RISD
- 2015 Curator. *'Landscape Architecture: PRINCIPLES + PROCESS.'* Sol Koffler Gallery, RISD

Publications

- 2022 Mathew, S. Copeland, S. 'Homing Bodies.' *Journal of Landscape Architecture*, Volume Pending
- 2022 (pending) Mathew, S. 'Dialogues on Landscape Theories: Artistic Practices and Embodied Design'. *Guadong Landscape Architecture Journal Oversea Interview Series*. Interview with Mingjie Cai and Guadong Cai.
- 2021 Mathew, S. 'Tools Talk Back.' In *On-Site Review*: v.38, edited by Stephanie C. White.
- 2022 (pending) Mathew, S. 'Revealing Phenomena.' In *Fieldwork in Landscape Architecture: Methods, Actions, Tools*, edited by Horrigan, P. and Oles, T. Routledge. London.
- 2018 Mathew, S. 'Body Conflict: Tools for Visualizing the Complexity of Sensory Space.' In *Landscapes of Conflict. ECLAS Conference 2018, Ghent, Belgium Conference Proceedings*, edited by Delarue, S. & Dufour, 46-48. Ghent: University College Ghent.
- 2016 Mathew, S. 'Hybrid Drawing and the Invisible Landscape.' In *Representing Landscapes: Hybrid*, edited by Amoroso, N, 45-56. Routledge. New York.
- 2016 Mathew, S. 'Innovation at the Rhode Island School of Design.' In *Innovations in Landscape Architecture*, edited by Anderson, J. and Ortega, D, 263-269. Routledge, New York.

Contributions

Suzanne Mathew is an Associate Professor of Landscape Architecture at the Rhode Island School of Design. She is a registered landscape architect with a multidisciplinary background in biology, architecture, and landscape architecture, and her work draws on cross-disciplinary approaches to measure and visualize the phenomenological qualities of landscape space. The methods she has developed join visceral experience and technological survey in order to create depictions of landscape that capture its sensory, temporal, and volumetric qualities all at once. Mathew's recent research work includes a 1-month research residency at Dumbarton Oaks and a 2-week residency at the SLU Landscape Labs in Alnarp, Sweden, a 1-month residency at the MacDowell Artist Colony, and a 1-month residency at the Siena Art Institute.

Tiago Torres-Campos

Associate Professor, Graduate Program Director

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
University of Edinburgh	6	PhD Landscape Architecture 2022
University of Lisbon	5	Master of Landscape Architecture Architecture 2007

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	3	Advanced Design Studio Topics In Representation Design Principles History Theory Urban Systems Studio Design Research Thesis Research, Theory and Design
Edinburgh College of Art	8	History/Theory Landscape Architecture Studio Representation

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
CNTXT Studio	10	Founder / Director
Terramorfose	8	Urban Designer
PROAP	5	Research Director

PROFESSIONAL REGISTRATION

Landscape Architecture, Portuguese Association of Landscape Architects (APAP), Member No. 955, 2008—Present

Professional & Academic Activities (2015-PRESENT)

SYMPOSIA, CONFERENCES, LECTURES

- “Geologics: Landscape Experiments”, 2022, ESALA Landscape Series, University of Edinburgh; 2022, MEF University, Istanbul, Turkey
- “Seismic Forces Through the Slightest Tremor”, 2021, ESALA Research Seminars, University of Edinburgh
- “Notes and Design Methods for the Anthropocene”, 2020, Research Methods for Landscape Architecture, Cornell University, Landscape Architecture Department
- “Light Passes. Thinking the Architectural Exhibition Geologically”, 2019, ESALA Research Seminars, University of Edinburgh
- THE LATENT IMAGE. 5th International Conference on Transdisciplinary Imaging at the Intersections of Art, Science and Culture, 2019, Communication co-chair (together with Cristina Nan), University of Edinburgh
- “Manhattan Geologic. Speculative Fictions on the Island-Cyborg”, 2017, Simpson Visiting Professor—PhD Seminar, University of Edinburgh
- POSTCARDS FROM THE ANTHROPOCENE: Unsettling the Geopolitics of Representation, 2017 + Exhibition OTHER SIDE, Conference co-chair (together with Benek Cincik), University of Edinburgh
- “Landscapes of the Anthropocene. Glimpses”, 2016, Future Architecture Platform—Pecha Kucka Evening, MAXII, Rome
- “Landscapes of the Anthropocene. Dnieper, a River?”, 2016, CANActions International Architecture Festival, Kiev
- “Encounters with Manhattan’s Geologic”, 2016, Prokalo Seminar, University of Edinburgh
- “Encounters with Manhattan’s Geologic”, 2016, E-Scape 2016 Lecture Series, University of Edinburgh
- “Landscapes of the Anthropocene. Encounters in More-Than-Human Worlds”, 2016, Future Architecture Platform—Matchmaking Conference, MAO, Museum of Architecture and Design, Ljubljana
- Exhibitions and Main Design Competitions
- “Under the Rug”, 2021, Piece included in RISD’s Faculty Exhibition 2021, RISD
- “Manhattan’s Insular Events”, 2021, Virtual Installation part of the PhD in Architecture by Design, University of Edinburgh
- “ATLAS of Emerging Practices, Reading Room Installation”, 2019, Contribution to public exhibition with booklet of Common places: Micro-interventions in Nove Fuzine (Public Design Commission together with Plan Común, 2017), MACRO Museum Rome, Italy
- “Manhattan’s Geotaxonomies of the Fantastic”, 2018, Public exhibition part of the PhD in Architecture by Design, University of Edinburgh
- “The Geoscraper of the Captive Biomes”, 2018, In LA+ Iconoclast Design Ideas Competition, LA+ Journal of Landscape Architecture, UPENN, Philadelphia, USA, First Prize
- “Other Side”, 2017, Public exhibition as part of Postcards from the Anthropocene: Unsettling the Geopolitics of Representation, Curator, together with Benek Cincik, University of Edinburgh
- “Medellín Urban Innovation. Harnessing innovation in city development for social equity and well-being”, 2017, Public exhibition as part of MUI Research Project, University of Edinburgh
- “Dronescares”, 2017, In Festival of Creative Learning, Public exhibition on drone photography in the creative arts, University of Edinburgh
- “Modular Topographies”, 2016, In Urban Playgrounds for Amadora, Public exhibition as part of Lisbon Triennial of Architecture—The Form of Form
- “Encounters with Manhattan’s Geologic: On Landscape, Time and the Anthropocene”, 2016, Public exhibition part of the PhD in Architecture by Design, University of Edinburgh
- “Landscapes of the Anthropocene. Encounters in More-Than-Human Worlds”, 2016, In Future Architecture Platform Annual Competition, MAO, Museum of Architecture and Design, Ljubljana, Slovenia, Finalist, Selected for Matchmaking Conference
- “Old Lovers”, International Design Competition ‘Lisbon’s East River Park’, 2015, Lisbon Municipality, Lisbon, Portugal, together with Ana Marques, Margarida Beirão, Helena Palma, David Fonseca, Finalist, Honorable Mention

MAIN GRANTS AND AWARDS

- Student Supervisor of the Year for Graduate Students, RISD, 2022
- Nomination for Best Overall Teaching, Teaching Awards, University of Edinburgh, 2019
- Festival of Creative Learning, University of Edinburgh, 2017, Workshop and Public Exhibition "DronesCAPES", PGR Committee Fund, University of Edinburgh, 2017
- Symposium "Postcards from the Anthropocene", RKE Committee Fund, Edinburgh Environmental Humanities Network, Moray Endowment Fund, University of Edinburgh, 2017, Symposium "Postcards from the Anthropocene"
- Architecture+Design Scotland Grant, 2016, Participatory project "Learning Landscape" at Milnes Primary School, Moray, Scotland
- Nomination for Best Overall Teaching, Teaching Awards, University of Edinburgh, 2015
- Newton-Caldas Fund, British Council, 2015, Two-year research program "Medellín Urban Innovation: Harnessing innovation in city development for social equity and well-being"
- Innovative Learning Week, University of Edinburgh, 2015, One-week workshop "PLOPS!—Play & Learning Outdoors at Preston Street"

MAIN COMMISSIONS AND DESIGN CONSULTANCY

- Common places: Micro-interventions in Nove Fuzine (built), Ljubljana, Slovenia, together with Plan Común, Public Design Commission, 2017, MAO—Museum of Architecture and Design, Slovenia, Urban Design and Landscape Architecture proposal, Project leader
- House in Quinta da Bela Vista (built), Cascais, Portugal, together with Arquitrave Architects, Design Commission, 2017, Landscape Architecture proposal, Project leader
- How does your campus Grow?, Elgin, Scotland, together with Lisa Mackenzie, 2016, Architecture+Design Scotland, Landscape Architecture Consultancy and Pedagogy
- House in Quinta da Bela Vista (built), Cascais, Portugal, together with Arquitrave Architects, Design Commission, 2016, Landscape Architecture proposal, Project leader
- House in Quinta da Marinha (built), Cascais, Portugal, together with Arquitrave Architects, Housing development, Design Commission, 2015, Landscape Architecture proposal, Project leader

Publications

2015–PRESENT

- *Postcards from the Anthropocene: Unsettling the Geopolitics of Representation*, Tiago Torres-Campos and Benek Cincik (eds.) (Barcelona: DPR Barcelona, 2022), ISBN 978-84-122529-1-0
- *Lost Competitions*, Tiago Torres-Campos, João Nunes and Iñaki Zoilo (eds.), (Lisbon: PROAP Landscape Architecture Editions, 2011), ISBN 978-989-20-2767-8
- *Landscape Value in Val de Durance*, Tiago Torres-Campos, João Nunes and Carlos Ribas (eds.), In *Le Scenario: Champs Habités*, Marcel Smets, Anne-Marie Depuydt, Ward Verbakel (eds.), (CREPUD MED – EU Reg. Development, 2011)
- *PROAP Landscape Architecture – 20 Years*, Tiago Torres-Campos, João Nunes and Iñaki Zoilo (eds.) (Lisbon: PROAP Landscape Architecture Editions, Lisbon, 2010), ISBN 978-989-97072-0-7
- Tiago Torres-Campos, "Dustlight Drawing: On Cosmic Eggs, Architecture and Entropy", In *Drawing Matter Journal – Geological Imagination* (Somerset: Drawing Matter, forthcoming), Peer-reviewed
- Elinor Scarth and Tiago Torres-Campos, "DronesCAPES: 'All Seeing Eye'", In Thomas Oles and Paula Horrigan (Eds.) *Fieldwork in Landscape Architecture: Methods Actions Tools* (New York: Routledge, Chapman & Hall, Incorporated, 2023)
- Tiago Torres-Campos, "Spiral Constellations: on books, shelves and libraries", In *On Site Review 40 – The Architect's Library* (2022)

- Tiago Torres-Campos, "Air Chronicles", In *Ground-Up Journal of Landscape Architecture*, Issue 10 Breathe (Berkeley: University of California, 2021)
- Francisca Lima and Tiago Torres-Campos, "Walking Dialectics: Proximity, Intimacy and Place in the City's New Metrics", In *On Site Review 38 – Lines, Borders, Walls, Breaches*. Co-authored with Francisca Lima (2021)
- Tiago Torres-Campos, "Duck and Cover: Experiencing the Anthropocene in 21st Century Manhattan", In *Pidgin Magazine*, Issue 27 (Princeton: Princeton University School of Architecture, 2020) **
- Tiago Torres-Campos, "Inwood's Geofollies and Other Witnesses of Dissonance", In Ed Wall (Ed.), *AD The Landscapists: Redefining Landscape Design as a Critical Medium* (New York: Wiley, 2020), Peer-reviewed
- Tiago Torres-Campos, "Silence in the Middle Ground. Aesthetic Immersion in the Geologic", In M. Dorrian & C. Kakalis (Eds.) *The Place of Silence: Architecture / Media / Philosophy* (London: Bloomsbury, 2020), Peer-reviewed
- Tiago Torres-Campos, "The Grid and the Bedrock. Manhattan through a Cartographic Geo-tale", In Bernd Upmeyer (Ed.) *MONU Magazine on Urbanism*, Issue 29 Narrative Urbanism (Rotterdam: MONU, 2018)
- Tiago Torres-Campos, "Consideration of Time in Landscape and Building", In *14th International DO.COMOMO Conference Proceedings*, Mark Treib (session chair) (Lisbon, 2016), Peer-reviewed
- Tiago Torres-Campos, "Foregrounding the Geologic. a device for working in Manhattan's faults", In Diana Periton (Ed.) *Journal of Architecture and Culture*, Vol 4, Issue 2 (London: Taylor & Francis, 2016) ISSN 2050-7828, Peer-reviewed
- Tiago Torres-Campos, "Manhattan's Geologic Delineations", In *Ground-Up Journal of Landscape Architecture*, Issue 05 Delineations (Berkeley: University of California, 2016)
- Tiago Torres-Campos, "Landscapes of the Anthropocene. Encounters in More-Than-Human Worlds", In *Archifutures*, Volume 2: The Studio (Barcelona: DPR & AndBeyond, 2016), ISBN: 978-84-944873-7-8
- Tiago Torres-Campos, "The Landscape as a Fusion of Times. Qualitative Method in the Art of Marcelo Moscheta", In *ECLAS Annual Conference Proceedings*, Mark Treib (session chair)(Tartu, 2015), Peer-reviewed

Contributions

Tiago Torres-Campos is a Portuguese landscape architect and associate professor at the Rhode Island School of Design, USA. Between 2012 and 2019 he was assistant professor at the University of Edinburgh, Scotland. Torres-Campos co-edited the book "Postcards from the Anthropocene: Unsettling the Geopolitics of Representation" (DPR-Barcelona, 2022) and is doing a PhD in Architecture by Design, where he explores the meaning of thinking about architecture and landscape geologically.

Torres-Campos has published internationally and founded CNTXT Studio (www.cntxtstudio.com), a platform for the study of landscape and its intersections with art, design, and visual media.

Theodore Heorr

Adjunct Faculty
Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	2	Master of Landscape Architecture 2010
University of Illinois at Champaign Urbana	5	Bachelor of Landscape Architecture 1999

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	8	Material Assemblies Plants Form + Space Design Research Thesis
University of Illinois at Champaign Urbana	1	Site Design Studio
University of Arkansas	1	Site Design Studio
Yale Graduate School of Architecture	1	Design Studio
Harvard Graduate School of Design	1	Career Discovery

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Terrain Work	7	Founder / Partner
Balmori Associates	5	Principle
Hashim Sarkis Architecture	2	Designer
EDAW/AECOM	6	Senior Associate

PROFESSIONAL REGISTRATION

Licensed Landscape Architect, New York State #002405

CLARB Certified Landscape Architect

Professional & Academic Activities

- 2022 Jardins Metis Competition Winner, *Gravity Field Public Art Installation*
- 2021 Mission Rock Competition Winner, *POP Rocks Public Art Installation*
- 2021 Verna C. Garvan Distinguished Visiting Professor in Landscape Architecture at the Fay Jones School of Architecture and Design
- 2019 ASLA New York Merit Award, *Broadway Bouquet Public Art Installation*
- 2018 Winner of Public Art Commission for Car Free Earth Day, *Displayed on Broadway in the Flat Iron District of NYC.*
- 2018 Beyond the Centerline International Competition, Finalist, *A vision for the future of Park Avenue in New York City.*
- 2021 University of Illinois, "Liminal Terrain"
- 2021 University of Arkansas, Fayetteville, AR, "Liminal Terrain"
- 2021 University of Guelph, Guelph, Canada, "Under Construction"
- 2021 University of Tennessee, Knoxville, TN, "Entrepreneur Art"
- 2020 Clemson University, Clemson, South Carolina, "Landscape Art"
- 2020 Illinois Institute of Technology, Chicago, IL, "6' Apart: The Future of Public Space"
- 2019 Manhattanville Factory District: Building Connections in West Harlem New York, New York,
- 2018 Annual Scientific Meeting of the Gerontological Society of America Boston, Massachusetts,
- 2018 "Using Landscape to Promote Purposeful Living for Older Adults" NYC DOT Car Free Earth Day, Broadway Bouquet Installation,
- 2016 ASLA National Conference, New Orleans, LA, "Learn by Teaching: Erasing the Academic and Practice Divide"

PUBLICATIONS

NA

Contributions

Theodore Hoerr is the founding principal of Terrain Work, an internationally award winning New York City based landscape architecture, urban design, and public art firm. Theodore is a licensed landscape architect and urban designer who has led the design and implementation of a diverse range of projects in North and South America, Asia, Europe, and the Middle East. His body of work ranges from large-scale urban strategies to reshape the future of cities to small-scale landscapes that emphasize the craft of building. His professional and academic work explores how landscape's innate ability to change creates new emergent forms and experiences that synthesize culture, nature, and the built environment. He received his Masters in Urban Design with distinction (MLAUD) and Masters in Landscape Architecture (MLA II) from the Harvard Graduate School of Design. Theodore has been on faculty at the Rhode Island School of Design Department of Landscape Architecture since 2015. He has taught design studios at Yale, RISD, University of Illinois, and University of Arkansas where he recently served as the Verna C. Garvan Distinguished Visiting Professor in Landscape Architecture at the Fay Jones School of Architecture and Design.

Previous to founding Terrain Work Theodore worked in several leading international design practices. He was a Principal at Balmori Associates in New York City where he led the design of large scale urban projects in New York, Bogota, Colombia, and Sao Paulo, Brazil, and an award-winning master plan for the University of Iowa Art Campus. Prior to this Theodore was a Senior Associate at EDAW/AECOM and a designer at Richard Haag Associates in Seattle, Washington.

Larissa Belčić

Adjunct Faculty

Landscape Architecture

Education

INSTITUTION GRANTED	# OF YEARS ATTENDED	DEGREE/DATE GRANTED
Harvard Graduate School of Design	3	Master of Landscape Architecture 2016
Boston College	4	Bachelor of Art in Linguistics and Studio Art

Teaching Experience

INSTITUTION	YEARS TAUGHT	SUBJECTS
Rhode Island School of Design	12	Advanced Design Studio Research Methods

Practice Experience

FIRM OF AGENCY	NUMBER OF YEARS	RESPONSIBILITIES
Nocturnal Medicine	7	Founder / Partner
Melillo Bauer Carman	3	Designer
OFICINAA	4	Designer
TerreformONE	2	Research Fellow

PROFESSIONAL REGISTRATION

NA

Professional & Academic Activities

EXHIBITIONS + PERFORMANCES

- 2022 (upcoming) Octopus, Performance Space, New York, NY
- 2022 "Access Magic," Lincoln Center, New York, NY
- 2022 "Under Over Through," New Lab, Brooklyn, NY
- 2022 "Sun Stone Abyss," Opus 40, Saugerties, NY
- 2022 "Chaos Blossoms," Nowadays, Queens, NY
- 2022 "Stone Witness" Yale University, New Haven, CT
- 2021 "Under the Tongue," Nowadays, Queens, NY
- 2021 "Fingerbowl Bathhouse," for NEW INC, Honey's, Brooklyn, NY
- 2020 "Fertility in Death," Feng Sway, Brooklyn, NY
- 2019 "The Wet Lounge," SMUSH Gallery, Jersey City, NJ
- 2019 "Momentary Chapel for Insect Loss," Plant Material, Los Angeles, CA
- 2019 "Elegy for Insects," Talk|Show, Brooklyn, NY
- 2018 "Rave for Ecological Grief," MIT School of Architecture & Planning, Cambridge, MA
- 2017 "Catskills Cabinet of Curiosities," Glen Falls House, Round Top, NY
- 2016 "A Conference of Galactic Delights," Great Hall, Harvard GSD, Cambridge, MA
- 2016 "Queers in Design," Piper Auditorium, Harvard GSD, Cambridge, MA
- 2015 "Techno Fiction," Kirkland Gallery, Cambridge, MA

FELLOWSHIPS + AWARDS

- 2022 "Climate Change-Informed Seasonal Rites", RISD Professional Development Fund, Providence, RI
- 2022 "Public Earth Temple," Jersey City Arts & Culture Trust Fund, Jersey City, NJ
- 2021 "Creative Science Track Membership," NEW INC, New York, NY
- 2015 "Robotic Colonization," Penny White Project Fund, Harvard University, Cambridge, MA

SPEAKING ENGAGEMENTS

- 2021 "Rethinking the sustainability and inclusiveness of space exploration through the design of space habitats," International Astronautical Congress, Dubai UAE
- 2022 "Embodied Ecologies: 6 Stories in Communion with Nature," The New Museum w/ Serpentine Gallery, NEW INC, & Science Sandbox
- 2022 Visiting Designer Lecture, "Art-Based Professional Practitioners," University of Virginia
- 2021 Visiting Artist Lecture, "Ritual & Grief," EcoSalon, Rutgers University
- 2021 Visiting Artist Lecture, "Implicating the Self," Oslo School of Architecture and Design
- 2020 Visiting Artist Lecture, "Nocturnal Medicine," University of Washington
- 2020 Visiting Artist Lecture, "Nocturnal Medicine," Stanford University
- 2020 Conference Presentation, "Earth Day Manifesto," Earth Day Live Conference, Online
- 2019 Subject Matter Expert Keynote, Tel Aviv Resilience Accelerator, 100 Resilient Cities
- 2019 Subject Matter Expert Keynote, Living with Heat, Urban Land Institute
- 2019 Visiting Artist Keynote, "Feeling Ecological," University of Las Vegas School of Architecture
- 2019 Visiting Artist Lecture, "Divine Seepage & The Burden of Nature," Bowdoin College
- 2019 Visiting Artist Lecture, "Representing Ethics," Harvard University Graduate School of Design
- 2019 Conference Presentation, "An Antidote to Loneliness," Multispecies Storytelling in Intermedial Practices, Linnaeus University
- 2018 Conference Presentation, "Meditation for Martian Intimacy," Decolonizing Mars Unconference
- 2018 Visiting Artist Lecture, "Landscape Architecture as EcoArt," University of Kentucky

Publications

- 2022 "Crafting Regenerative Culture," LUNCH Journal, Issue 17 (upcoming)
- 2019 "Ample Spheres of Yew: Topiary as Co-Existent," Paprika, Volume 5, Issue 3
- 2019 "Guide to Contemporary Ecological Ethics," Self-Published
- 2018 "Dark Freak," Scapegoat Journal, LIFE Issue
- 2018 "Party: Ecological Architecture for Intimate Relations," Thresholds Journal, Volume 46
- 2022 "Nocturnal Medicine," Better World Podcast, Online
- 2022 "Collective Ecological Intimacy," Climate Psychology Alliance of North America Podcast, Online
- 2021 "Can Parties Help Us Heal?," New York Times
- 2020 "A New Therapy for an Age of 'Climate Grief'," Bloomberg CityLab
- 2019 "Nocturnal Medicine: Dancing in the Dark," The PlantHunter

Contributions

Larissa Belčić (they/she/he) is an artist, designer, researcher and intuitive from northern New Jersey/occupied Munsee Lenape land. Their ancestry contains three branches that meet in Hudson County, New Jersey; immigrant settlers from Udine and Sicily Italy); and Istria Croatia).

Belčić is a cofounding principal of Nocturnal Medicine, a nonprofit design studio working to transform cultural relationships with the environment through experience design and installation. Their work centers sacred connection, integrating the realms of the spiritual, creative and environmental to craft the cultural infrastructure (social spaces and practices) necessary for facing environmental crises. Nocturnal Medicine has been featured in journals such as Scapegoat and MIT's Thresholds, alongside mainstream publications such as Bloomberg's CityLab. They are currently a member at NEW INC, a museum-led incubator.

They have worked as a designer and researcher with TerreformONE, OFICINAA and New Jersey's Melillo Bauer Carman. With OFICINAA, work includes designs for MoMA PS1's Young Architect Program, Munich's Pinakothek der Moderne, as well as consulting on extreme heat and climate adaptation for the cities of Cambridge, MA and Tel Aviv. With MBC, Belčić worked on a range of playgrounds and public spaces for Jersey City, NJ. They have an MLA from the Harvard University Graduate School of Design and a BA in Linguistics from Boston College, and they are trained as a death doula.



OUTREACH TO THE INSTITUTION, COMMUNITIES,
ALUMNI AND PRACTITIONERS

Department Of Landscape Architecture
RHODE ISLAND SCHOOL OF DESIGN

Outreach to the Institution, Communities, Alumni and Practitioners

Compiled for the LAAB / ASLA
SEPTEMBER 2022



6. Outreach to the Institution, Communities, Alumni and Practitioners

6A. INTERACTION WITH THE PROFESSION, INSTITUTION, AND PUBLIC

The faculty within the Landscape Architecture department have a long history of interaction with the profession, college service, engagement with both local and global communities, and of offering service-learning opportunities to students.

Interaction with Profession

The department relies heavily on a spectacular group of adjunct faculty members - the majority of whom practice in a diverse range of landscape architectural firms in Providence, Boston, New York City and beyond. Through these faculty members, the department has a very close connection with the profession. Many of our adjunct faculty participate on an ongoing basis in ASLA and BSLA committees and either lead sessions at the annual ASLA conference or deliver papers. Members of the full-time faculty often attend the annual ASLA conference and present papers on their work or teaching at national and international conferences and symposia such as CELA and ECLAS. Full-time faculty members participate in practice on a more limited basis and selectively take on projects directly related to their own research and to maintain their professional contacts. The department offers a lecture series each spring that brings nationally or internationally known landscape architects to campus to present and discuss their work. Individual classes bring in practicing landscape architects and professionals from affiliated fields to discuss student work as well.

Institutional Interaction

Within the institution, faculty have served on a variety of committees ranging from the Committee on Faculty Appointments which recommends promotions and the passing of Critical Review (RISD's equivalent to tenure), to serving on the Curriculum Committee, the Graduate Program Directors and Department Heads Committees, to search committees for President, Provost, Deans and faculty members both for the department and beyond. Most recently, Department Head Johanna Barthmaier-Payne served on the search committee for RISD's Houghton P. Metcalf Professor in Sustainability (2021-2022) and, at the start of the pandemic, on the COVID Curricular Impact Committee, International Enrollment (2020). Elizabeth Hermann served as head of the RISD Faculty Steering Committee in 2019-20

(one year appointment), the Admissions Committee, the President's Task Force on Community Engagement (2019-2021), and as the Nature/Culture/Sustainability Studies/NCSS undergraduate concentration coordinator (2018-2022) which involves, among other things, regular advising of 135 students from across all undergraduate departments at RISD. In this role, Hermann and NCSS, in collaboration with the Landscape Architecture Department, ran a public symposium in 2018 on Race and the Environment which looked specifically at the relationships Black Americans and Indigenous American communities have had over time with nature, land and it's stewardship. Emily Vogler currently serves on RISD's Research Advisory Council (2021-2024) which advises RISD's expanded Research Office, which includes both the Nature Lab and the Center for Complexity, and helps establish research goals and objectives for the institution. Other service is to faculty-initiated committees such as RISE, the committee on sustainable practices at RISD which members of the Landscape Architecture Department helped launch a number of years ago.

Public Interaction

The program engages with the public in a variety of ways from serving on public advisory boards to inviting members of the public to speak in classes and serve as critics on studio reviews, to attending public meetings as active participants or to present student research or studio work, to working together with the public on planning or land management issues and on community-based projects.

Service-Learning Activities

Working directly with and for local communities and those elsewhere has always been part of RISD's Landscape Architecture program and is tied to the department's commitment to educating ethical practitioners. Over the years, department activities have included extracurricular design-build efforts, internships, studio-based projects, non-credit summer efforts and credit-bearing Wintersession courses involving field-based work with communities outside of the country, or student-led efforts support by the Center for Student Involvement/CSI or the office of Career Services. While for the last two years, the pandemic has brought much of this work to a near halt, the institution has used this time to fortify its structures supporting engaged learning

and community engagement. As part of this, a member of the department faculty was invited to serve on the President's Task Force on Community Engagement, an effort to honor, coordinate, and better support both communities seeking partnerships and the various departments at RISD who are actively involved in learning efforts focused on communities and their needs.

In the Fall of 2019, department faculty member Emily Vogler offered a service-learning based studio titled, Pop-up Fall River. Working closely with MassDevelopment, the studio focused on methods and ethics of community engagement and developed proposals for tactical urbanism strategies for the city. Students worked closely with community members and presented their proposals at a public event that was attended by members of the community including the Mayor. Coming out of the studio, MassDevelopment was eager to move forward with some of the proposals but the energy had to shift in the Spring of 2020 due to COVID. Some of the proposals were able to adapt to help activate the street and provide outdoor seating due to the pandemic.

Elizabeth Hermann regularly works with students, either through course offerings or through her international non-profit, in the post conflict regions of Sri Lanka on reconstruction, environmental and livelihood issues. She has worked extensively with students in Central Falls, RI, a largely immigrant former textile producing city, and more recently, through a local non-profit Coalition Center for Environmental Sustainability/ CC4ES, with South Providence, RI, another economically-stressed mostly African American, immigrant and refugee community with environmental justice issues, food insecurity, and vulnerability to sea-level rise and ground and water contamination due to the adjacent Port of Providence and surrounding industrialized area. Students themselves engage with these communities directly through such efforts as Health Equity Zone-financed community gardens and edible landscapes at city schools, work done in partnership with the Coalition Center for Environmental Sustainability/CC4ES. Most recently we have had a group of our alumni reach out to partner with our students to build an afterschool program to introduce inner city high school students to the discipline of landscape architecture. This is in an embryonic stage but an exciting initiative that current students have expressed great interest in.

Johanna Barthaier-Payne engages students through research and course offerings in work with the Southern New England Program (SNEP) in partnership with the

Environmental Protection Agency. Students and faculty collaborate with SNEP, EPA, and other stakeholders to develop novel stormwater management opportunities that combine recreational and social value with green stormwater infrastructure for local municipalities and public entities. RISD's mission with SNEP is to create integrated visual narratives of art & education to better convey the ideas of stormwater management and engage more actively with the community. Commonly in New England, stormwater management remains an invisible system below ground. However, as many know, it's deeply connected to everyday life. Stormwater runoff has negatively impacted the health of the estuary and Narragansett Bay ecologies. Students work directly with SNEP, EPA and other non-profit partners to create engaging and experimental stormwater BMP's, visualization and analysis. These materials help towns and cities make informed coordinated decisions regarding future improvements and amenities at culturally and historically significant landscapes affected by runoff from untreated surfaces that discharge to street drains and nearby harbors. Working with SNEP has allowed students to facilitate community meetings and present their work in collaboration with project stakeholders.

The PVD tree plan is an initiative led by ambassadors from communities experiencing low tree canopy. The plan's mission is to prioritize people and places most impacted by tree inequity and develop a city-wide vision framework for bringing trees where they're needed most. In Fall 2020, after forming a partnership between RISD and the PNPP, Johanna Barthaier-payne taught the elective design studio "PVD Above The Shade" with graphic designer and landscape architect Jose Menendez. In this course, students contributed to the PVD Tree Plan by developing innovative narratives and installations that increase awareness of Providence's urban canopy and the imbalance of tree canopy distribution. Students collaborated directly with PNPP to support the evolving plan and participated in workshops with the City's forester, department of sustainability, the Nature Conservancy, and other stakeholders like Youth in Action and Groundwork RI to help inform their work. They worked through two phases of collaborative and independent design. First, they began with rigorous research to understand how the urban canopy has been historically and currently distributed across the City and how their analysis could contribute to the plan's mission for leveraging change. Second, to collaboratively question, research, and communicate the benefits of urban tree canopy and the social and public health issues in low canopy areas through experimental forms of storytelling and expression.

Johanna Barthmaier-Payne is an advisory board member of the Tree Plan, and facilitator of the formal relationship with RISD. This partnership aims to establish an enduring relationship with the plan's ambassadors and encourage other disciplines across campus to engage and support the plan in socially responsible ways.

The success of service learning and of our interaction with the public is assessed through both the value of the learning experience for the students and the impact on the community or organization. Students involved in ongoing/multi-year work with communities (the ideal), in many cases, stay involved following graduation as consultants, partners or instructors, which ensures continuity as new students join the effort, and a process of ongoing evaluation by a team that has seen both the partnership and work evolve over time.

6B. ALUMNI AND PRACTITIONERS

Practitioners

All of the Landscape Architecture department's adjunct faculty practice in a firm or have their own office. As such, students are constantly interacting with practitioners when the latter are invited to serve as guest critics on reviews, are invited to give guest lectures, or meet with students in other class contexts. The program's required Professional Practice course invites an array of practitioners to speak about their office practice and, pre-COVID, office visits were built into the course as well. For students who do internships, the summer offers an opportunity to engage with practitioners and gain a deeper understanding of the profession.

Alumni

RISD Alumni Relations maintains a registry of all RISD alumni that includes current employment and contact information <<https://alumni.risd.edu>>. They organize special alumni events, provide opportunities for alumni to publicize work through XYZ magazine <<https://www.risd.edu/news/risd-xyz-magazine>>, and runs the site RISDmade <<https://www.risdmade.com/>> which assists in connecting alumni and their work to buyers. Quite a few MLA graduates have advertised their other forms of creative work on this site over the years, while providing links to their professional websites. The RISD Alumni Association has over 30,000 members in 90 countries with 25 US regional clubs and 11 international ones. The number of graduate alumni within the Alumni Association is continuously growing as graduate enrollment has increased significantly at the school over the past 15 years or so. Department

graduates have previously served in leadership roles within the organization, and will surely continue to do so in the future. RISD Media routinely publishes news of alumni exhibitions, projects and activities.

The program works with the alumni office to track alumni activity and as a resource for linking potential applicants with alumni in their region. Faculty stay in close contact with many of the program's alumni. The program's website showcases work of alumni as well as current student work. During COVID the program arranged a series of pecha kuchas with alumni who shared their practice experiences with current students. For the last two years at the awards ceremony before graduation, alumni have been invited to address the graduating class. This year the speaker was Ceylan Belek Ombregt '03, Partner and Practice Manager at Martha Schwartz Partners' London office. The 2021 speakers were Phoebe McCormick Lickwar '06, Rome Prize Fellow 2021/22 and Associate Professor of Landscape Architecture at the University of Texas Austin; Mingjie Cai '18, designer Stimson Studio; Falon Mihalic '12, Principal, Falon Land Studio; and Bryan Chou '09, Associate Principal, Mikyoung Kim Design.

The department's [Facebook site](#), ([older site](#)) and Instagram site which spotlights current student work, events such as the lecture series, and the accomplishments of the [department's alumni](#) are followed by many alumni. Moreover, alumni and other practitioners located in Southern New England frequently attend the program's annual lecture series, alumni are often invited as guest critics on studio reviews, and some alumni teach in the department as either former full-time faculty – Colgate Searle BLA '71 (former long-term Department Head; now retired and part-time), or as adjunct faculty: Michael Blier BLA '86; Joseph James '03; Adam Anderson '12; Gavin Zeitz '18; Lizzie Hunt '19; Nick DePace '95, BArch (from the time when the two departments shared much of their curriculum.)

As of this year, this department has an online list of landscape architecture firms, planning offices, multi-disciplinary firms and non-profits that our current students may wish to apply to. This list includes names and contact information for alumni who work in particular firms so that our students have someone to speak to about working in a particular office and so that the alumni network can continue to grow.

At the annual ASLA conference, faculty typically hold a reception for attending alumni. This coming fall there will be a special reception to honor and celebrate Colgate Searle's many years of service to RISD and the program.

Finally, as noted above, we have recently had a group of our alumni reach out to partner with our students to build an afterschool program to introduce inner city high school students to the discipline of landscape architecture. This is in an embryonic stage but an exciting initiative that brings our alums and students together in a collaborative framework. Current students have expressed great interest in this idea.

Department Of Landscape Architecture
RHODE ISLAND SCHOOL OF DESIGN

Facilities, Equipment, and Technology

Compiled for the LAAB / ASLA
SEPTEMBER 2022



7. Facilities, Equipment, and Technology

7A. FACILITIES

Faculty, Staff and Administrative Office

Landscape Architecture Department Offices are housed on the 2nd floor of the Bayard Ewing Building adjacent to the studios. We currently have one Department Head office, one Department Coordinator office, two full-time faculty offices each shared by three-four faculty, and one part-time faculty office that also serves as a student work storage room and the location for the faculty printer/copy machine and office supplies. The coordinators office has recently been remodeled with new, functional furnishing and storage space for departmental equipment.

Shared faculty offices are the norm at RISD and our faculty offices are no exception. Up to four faculty members share one office over the course of a year. Faculty offices also function as advising space and space for small group meetings, seminars, research groups, and small section groups. The staggered schedules of the faculty make this viable. While sharing promotes camaraderie and exchange among the faculty, it makes tasks that need a degree of privacy challenging. It has become increasingly clear since the department's last SER that we desperately need more full-time faculty offices, and was a major factor when considering the move to our new space where we will have one more faculty office than we do now.

Storage space for faculty research materials, student work, or course related materials remains an issue even with an off site storage space and move to a new building.

Student Work Space

The Landscape Architecture Department studios are exclusively located on the 2nd floor of the Bayard Ewing Building. We typically do not share the studio space with any other department unless there is a need to take on overflow studio sections from the Architecture Department.

Students are assigned individual worktables, consisting of a 3.5' x 7' work surface, and a tool cabinet, that they use as their primary workspace for studio and as home space. Students within a studio frequently share an additional project table. Shared work-sinks are located on each floor. A vented spray booth is located on the

top 4th floor of the building. There is a loading dock and service elevator to transport heavy materials or large-scale work into and out of the building and to the model shop or studios. Students frequently use classrooms and hallways in the evening for group project meetings or study groups.

The BEB Model shop, which occupies a majority of the basement floor, offers equipment and workspace for projects that require more complex fabrication methods or more workspace. There is limited storage for student work, however, challenging efforts to integrate more 1:1 scale projects into the technology and materials course sequence, design studios, and research projects. It is not uncommon to see student work spilling into studio walking aisles and hallways. A full list of available resources in the BEB Model Shop can be found in the Addenda Section F.

BEB Model Shop is open 9am–11pm Sunday through Friday + 9am–6pm Saturdays

While the BEB has housed the department for decades, and provided a historic and durable backdrop to the intense hands on practices of our students and faculty, we have felt squeezed and pinched for several years due to the overwhelming increase of enrollment in the Architecture Department and the need for them to occupy a majority of the building for studio and seminar sections. Due to the lack of space, many of our seminars and studio lectures have been forced to remain online even though RISD returned to in person curriculum. Studio crits and reviews often struggle to find physical locations and are often forced to find external space across the campus. Students also lack space outside of their personal desk areas to work on large projects or store work throughout the semester. The overcrowding and chronic lack of space has emphasized the need for a new location for the department.

Facility Maintenance

The Campus Master Plan, initiated in 2012, has now completed a survey of all RISD facilities, their use, and maintenance needs. The plan set campus wide priorities for relocation, repair, and renovation and will now operate to guide the scheduling of such work. The BEB is not a priority building in this scheme so will receive funds necessary to respond to urgent programmatic needs or safety. For example, the front gallery was

renovated in 2019, the model shop and CADLab updated and expanded its facilities in 2021, and will undergo an update to its HVAC and electrical systems in the academic year 2023/24.

The Department Heads of the BEB's two resident programs, Architecture and Landscape Architecture assess facility issues and coordinate their proposals to the annual Capital Fund Request annually.

ADA and Building Code Compliance

Facilities are adequately maintained and in compliance with the Americans with Disabilities Act (ADA), the Life Safety Code, and applicable building codes. Acceptable documentation includes reasonable-accommodation reports from the university ADA-compliance office and/or facilities or risk-management office.

The BEB is one of many historic buildings at RISD that are in compliance with ADA as no major structural changes have been made since 1994. The main entry of BEB is not universally accessible. A non-equitable side entry is though is still missing a push button for automatic door opening. An accessible passenger elevator connects all occupied levels. Each floor plate is on a single accessible level, and corridors are wide enough for wheel chair navigation. Interior doors to classrooms, lecture rooms and studios have generally adequate clearances, hardware and thresholds. All restrooms have several accessible features but none are completely wheelchair accessible. Technicians may need to ensure a clear pathway to the elevator in shop/studio spaces. Technicians and custodial staff should be reminded to keep pathways clear. (A minimum egress width of 44-inches in corridors or lobbies.)

To bring our properties into compliance with current ADA standards, RISD Facilities reviews our ADA challenges and each year picks a project to fund from the capital funds available. All major renovations bring buildings up to code or seek variances when necessary. For access to those buildings that remain problematic, RISD fully supports and is able to work individually with persons who are in need of assistance by pre-determining student schedules and relocating course offerings and mail delivery. Access phones are provided where necessary at building entrances.

The RISD Office of Disability Support Services provides more information on RISD policy at: <https://policies.risd.edu/operations/americans-with-disabilities>. Additional information about ADA accessibility at the BEB and other buildings on campus can be accessed by contacting RISD's Academic Disability Specialist.

Mollie Goodwin (She/Her/Hers)
Academic Disability Specialist
 Rhode Island School of Design
 Carr House, Floor 2
 210 Benefit St.
 mgoodwin@risd.edu
 401.427.3149
 401.709.8465

The BEB is monitored by RISD Facilities Department for conformance with fire and building codes on an on-going basis. First Aid stations are provided on each floor within the common studio areas and in the Department Office. RISD Public Safety Officers respond quickly to emergencies. All students and faculty in the program are instructed to notify RISD Public Safety in the event of accidents and requested to have the telephone number on speed dial.

Since students often working in tight and enclosed spaces, with experimental materials, RISD takes its environmental health and safety in the studio procedures very seriously. Students and faculty can consult <https://info.risd.edu/environmental-health-and-safety/> and <https://chemmanagement.ehs.com/9/ddabd23e-cc71-4825-8dd0-101d0aa6e8f2/ebinder> to find the proper protocol for working with specific materials or making processes and ensure the working environment is as safe as possible for all.

7B. INFORMATION SYSTEMS AND TECHNICAL EQUIPMENT

Students are given full access to all of the resources located in the BEB including;

- **The Model Shop:** Traditional wood shop and extensive digital fabrication equipment
- **CAD Lab:** Public use processors, and plotting
- **2nd floor studios:** Individual workbenches and storage, and shop sink / fabrication area
- **BEB Parking large-scale fabrication / wet area:** Includes hose bib and protected area for students to work

These resources reflect the strong programmatic emphasis on materiality, constructive logics, and iterative design development combined with the passionate ethos of making that permeates RISD. Access to areas for different fabrication methods is imperative. The Model Shop and CADLab are managed by dedicated technicians and the three Department Heads whose departments use them; Landscape Architecture,

Interior Architecture, and Architecture. The Model Shop budget is overseen by the Architecture Department and the CADLab budget is overseen by the Landscape Architecture Department. Major requests for equipment purchasing reflect the needs of each department using the resources and are advocated for by the Department Heads in their annual capital budget requests.

Students are encouraged to use the other output labs and workshops located across the campus if they have been trained to use their equipment.

In 2016 RISD opened its first experimental fabrication lab, Co-Works located next to the CIT building. Co-Works supports students, staff, and faculty in learning how to utilize tools, software, and techniques for novel and experimental making processes through sponsored studio, peer instruction, mentorship, and hands-on research. Students can be trained on any piece of equipment for use during scheduled open hours.

<https://coworks.risd.edu>

Departmental Computing + Equipment Requirements

Students are required to participate in the Landscape Architecture Department laptop program by purchasing a laptop and software that meets requirements set by the department in consultation with the BEB Computer Lab technician and the RISD office of Information Technology. The computer that students purchase upon entering usually serves them through the full course of their program. Students additionally have use of the resources of the Computer Lab, listed below. The BEB Computer Lab Technician and Office of Information Technology (OIT) staff assist students with IT issues. A full list of computing resources and requirements is listed in the Addenda Section F.

All full-time RISD faculty members are provided with a laptop and software necessary to the curriculum. Adjunct faculty members have access to department laptops loaded with curriculum specific software and to the resources of the computer lab. The BEB Computer Lab Technician and Office of Information Technology (OIT) staff assist faculty with IT issues. As per RISD policy faculty computers are replaced on a 3-year cycle. Equipment in the Computer Lab is also renewed on a 3-year cycle and maintained on an ongoing basis by the Lab Technicians and through service contracts.

The processors and high speed plotter in the BEB computer lab were replaced at the beginning of AY 2020/21. Computer Lab resources are listed in the Appendix F. Students and faculty of the program additionally have

access to the GIS Lab housed in the Edna Lawrence Nature Lab and the resources of the Visual + Material Resource Center in the Fleet Library.

BEB Computer Lab + Studio Hours

The BEB CAD Lab is a shared lab between the Architecture, Landscape Architecture, and Interior Architecture departments that supports students' plotting and computing needs. While students are required to own a high-powered laptop capable of managing large programs and files, the public computers available in the lab provide a backup resource. The computers are first come, first serve, but plenty of computers are often available at any time. The lab also serves as a remote render resource where students can send large files to a networked system to render instead of relying on their laptops to process them.

BEB studios are open from 7am–2am, 7 days/week.

BEB Computer Lab is open 8am–12pm, 7 days/week.

BEB studio hours reflect a desire to balance maximum access with a concern for student safety and wellbeing. After many years of 24/7 student access to the studios, the Heads and Graduate Program Directors of Landscape Architecture and Architecture, in consultation with their faculties, mutually agreed in 2019 that restricting night hours promoted healthier and safer behaviors among students. Computer Lab hours and Model Shop hours are calibrated to balance maximum accessibility with the program's capacity to provide necessary oversight and monitoring.

Computing Advancement and Maintenance

The BEB Computer Lab is shared between the Departments of Landscape Architecture, Architecture, and Interior Architecture. A faculty member of each department is assigned to coordinate with the Computer Lab Technician to assess software needs on an annual basis.

Starting in 2021, the Landscape Department started an extensive equipment library just for landscape students. This library is organized through an online checkout system and managed by the Department Coordinator. Equipment includes a range of laptops, tablets, cameras and drones, mobile light tables, and various field/survey equipment. Students can check out items for up to two weeks directly from the Coordinators office. A full list of equipment in the library is listed in the Addenda Section F. Departmental equipment is purchased through its annual operating budget. Students and faculty can make requests to the Department Coordinator to purchase

additional equipment. Before purchasing, requests get discussed at monthly faculty meetings to ensure they fit within curricular goals and budget.

Additionally, students have full access to sophisticated digital and field equipment through RISD Media Resources <https://mrc.risd.edu/equipment> and the Edna Lawrence Nature Lab <https://naturelab.risd.edu/equipment>. These campus wide resources can be accessed through online checkout systems.

7C. LIBRARY RESOURCES

The Fleet Library houses a circulating collection of over 150,000 books and 400 periodical subscriptions of unusual depth in the areas of art, architecture, and design as well as specialized materials in landscape architecture and architecture, ceramics, jewelry and textiles, rare books, an artist's books collection, and outstanding visual resources. Students, faculty and staff have access to a comprehensive collection interlibrary loan resources and electronic resources that include:

- Architecture Index
- Academic Search Premier
- Avery Index to Architectural Periodicals
- ArtFulltext
- ArtStor
- Building Green
- Biodiversity Heritage Library
- Design and Applied Arts Index
- EBSCO Academic eBooks
- Encyclopedia of Aesthetics
- JSTOR
- Project Muse and Academic Search Premier
- Greenfile
- Urban Studies Abstracts
- Public Library of Science
- PubMed Central
- ScienceDirect Open Access
- Science Full Text

A full list of online references available at the Fleet Library can be found at: <https://risd.libguides.com/az.php>

The Visual + Material Resource Center comprises the Materials Resource Center, the Picture Collections, and the RISD digital Database for digital images. The Materials Resources Center has a collection of over 36,000 items, organized in broad composition-based categories. The Picture Collection comprises more than 500,000 images of people, places and things that are added annually. The Visual Resources Center staff provides orientation and training to faculty and students on all aspects of sourcing and using digital images for classroom use including the use of presentation software.

Special Collections features more than 12,000 rare and important printed books and periodicals that date from the late 16th century to the present. This collection includes the Lowthorpe Collection of Landscape Architecture. The Special Collections Librarian is available to assist faculty, students, and researchers with class and individual research projects using these collections. The library is equipped with computers, scanners, projection and viewing rooms, study areas, meeting areas, classrooms, and workrooms. It is a visually and materially inspiring environment, a much used and much loved resource for students, faculty and staff of our program.

RISD students also have access to the excellent library resources at Brown University. Further information concerning library resources is available at library.risd.edu

Research Librarians are available to assist faculty and students in the use of these resources and to arrange individual or class sessions to address specific research objectives. The Landscape Architecture Department works directly with a dedicated library liaison to ensure our students have access to the most up to date disciplinary and non disciplinary resources. Our library liaison helps secure resources for course specific materials and student research. Our student library assistant keeps track of student and faculty resource requests annually and works with the library liaison to make recommendations and purchases. Starting in 2020, the library liaison has prioritized the expansion of our disciplinary resources to focus on landscape design and case studies in the non western world and designers of color.

Faculty encourage students to engage with the library resources in almost all of the Department's studio and seminar courses. Courses like Plants: Botany and Ecology; Research Methods; Research, Theory and Design; Design Research Thesis; Theory 1; History of Landscape Architecture and Issues in Landscape History directly link students to the library through their curriculum.

Library Hours

The assessment of library resources and hours operates via an on-going dialogue between faculty and students in the department, and between our faculty and faculty of other departments. Online access to resources is 27/7. In-person hours at the Fleet Library are below with limited hours throughout the summer.

M-TH 8:30am-11pm

F 8:30am-4:30pm

SAT 10am-6pm

SUN 12pm-11pm

Department Of Landscape Architecture
RHODE ISLAND SCHOOL OF DESIGN

Addenda

- A. Program Details**
- B. Curriculum / Syllabi**
- C. Student Information**
- D. Alumni Information**
- E. Faculty Information**
- F. Facilities Information**

Compiled for the LAAB / ASLA
SEPTEMBER 2022

Addenda

The RISD campus comprises over 100 new and historical buildings that house studios, workshops, classrooms, dining halls, dormitories, meeting rooms, galleries, offices, auditoriums, the museum, and the library. The majority of the buildings are located on College Hill. The Fleet Library, Co-Works and the CIT are located just a brief walk across the Providence River.

The Landscape Architecture Program at RISD is housed in the Bayard Ewing Building (BEB) located at 231 South Main Street. Built as a warehouse in 1848, the high ceilings and open floor plans are well-suited for studio use in programs that emphasize physical modeling. The building is currently shared by the Departments of Architecture and Landscape Architecture. The majority of the classes constituting the core curriculum of the program are held in the BEB. Elective courses take students to all ends of the campus and provide opportunities for them to engage the resources offered by other programs.

The building was last substantially renovated in the 1970's. Extensive renovations to improve the model shop, the computer lab, and entry gallery were made during this SER period. Other improvements to BEB facilities are listed below:

- Removal of lockers from the 2nd floor alcoves to increase space for crits and reviews
- New drafting chairs and storage shelves in the 2nd floor Landscape Architecture studio
- Significant expansion of the Model Shop with additional digital fabrication equipment purchased
- New processors and high speed plotters in the Computer Lab
- Updates to projectors, wall panels and lighting in seminar rooms
- External storage was provided to the Department in 2020 for models and other archive materials

While the building provides an excellent container for the types of project work crucial to the pedagogy of the program, it is in need of renovation to improve the class-room/crit-space, faculty offices, storage for student work, temperature control, interior air-quality, ADA access, and expand the resources of the model shop. As enrollment has grown, so did the pressure to address these issues.

To address the chronic lack of space for research, seminar space, pin-up/review space, gallery/exhibition space, faculty offices, and modern amenities like HVAC and functional electricity at each studio desk, the Landscape Department will be moving to a new building at 159 Weybosset Street in Providence, RI. The department will occupy the 1st and 2nd floors of this newly renovated building. This move will provide the department with much-improved facilities and the opportunity to be situated next to many of RISD's graduate departments in the CIT building, including the Interior Architecture Department, with whom we share a joint appointment and many advanced elective studios. Along with new studio, office, and review areas, students, faculty, and administration will be receiving new furniture and storage.

The below information outlines the resources that were available to the Landscape Architecture Department during the last SER period, and our new spaces located at 159 Weybosset Avenue, Providence RI. Once the department moves, students will continue to have full access to the BEB CADLab and Model Shop, but will gain additional full access to the wood shop located in the basement floor of the CIT building a new digital fabrication shop with (3) 18 x24 laser cutters and (3) Maker Bots located on the first floor of the CIT building. The fabrication shop will be shared only with Interior Architecture. The CIT building is located directly next door to 159 Weybosset Avenue.

BEB CADLab Resources:

Hardware

- 8 local accessible PC workstations, Windows 10
- Remote Access workstations, same software package as local machines. - HP Pagewidth XL 5100 High Capacity Plotter
- Xerox Phaser 7800 Color Laserjet
- Xerox Versalink B7030 Black & White MFD Printer
- Epson 8.5x11 flatbed scanner
- Two Epsom 10000XL Scanners
- Two Contex SD4450 44" wide format scanners

Software

- Autodesk Education Suite - Autocad, Maya, 3DS Max, Revit
- Rhinoceros 7/Flamingo and VRay
- Adobe Creative Cloud
- Microsoft Office
- Google SketchUp
- Google Earth Pro
- ArcGIS
- Blender

BEB Model Shop Resources:

- 10" Saw Stop table saw
- 12" Laguna sliding table saw
- (2) 17 x 5 Delta drill presses
- 20" Laguna bandsaw
- 14" Laguna bandsaw
- 20" General planer
- 20 Martin joiner
- General lathe
- Multi-diameter Max oscillating spindle sander
- (2) 12 Delta disc sanders
- 36 Volpato oscillating belt sander
- 12 Dewalt chopsaw
- Various hand power tools
- 59" x 120" Techno IseI CNC router
- (8) Makerbot 2 PLA 3D printers
- (3)18 x 32 60 watt Universal laser cutter
- (1) 24 x 48 150 watt Universal laser cutter
- Mastercam X7 software

A. Program Details

Faculty Resources

1. BUDGETED FACULTY RESOURCES: TOTAL

	Current Year (2021-2022)	Last Year (2020-2021)	2 Years Ago (2019-2020)	3 Years Ago (2018-2019)	4 Years Ago (2017-2018)	5 Years Ago (2016-2017)
Full-time Faculty	\$427,311.00	\$498,502.00	\$579,253.00	\$445,636.00	\$453,192.00	\$391,954.00
Part-Time Faculty	\$324,996.00	\$219,875.00	\$245,600.00	\$283,975.00	\$221,216.00	\$267,532.00
Lecturers	\$1,581.00	\$1,581.00	\$1,581.00	\$1,581.00	\$1,581.00	\$0.00
Visiting Critics	\$1,020.00	\$1,020.00	\$1,020.00	\$1,020.00	\$1,020.00	\$1,020.00
Graduate Teaching Assistantships	\$130,000.00	\$133,200.00	\$110,000.00	\$110,000.00	\$110,000.00	\$126,700.00
Graduate Research Assistantships (sponsored by institution)	\$13,200.00	\$9,450.00	\$900.00	\$7,000.00	\$14,500.00	7,800
Graduate Research Assistantships (sponsored by outside sources)						
Totals	\$889,858.00	\$863,628.00	\$938,354.00	\$849,212.00	\$801,509.00	\$787,206.00

2. BUDGETED FACULTY RESOURCES: MALE

	Current Year (2021-2022)	Last Year (2020-2021)	2 Years Ago (2019-2020)	3 Years Ago (2018-2019)	4 Years Ago (2017-2018)	5 Years Ago (2016-2017)
Full-time Faculty*	\$77,250.00					
Part-Time Faculty	\$223,239.00	\$132,301.85	\$135,406.00	\$118,647.00	\$137,994.00	\$154,503.00
Lecturers						
Visiting Critics						
Graduate Teaching Assistantships	\$38,150.00	\$21,600.00	\$2,400.00	\$38,700.00	\$31,700.00	\$36,340.00
Graduate Research Assistantships (sponsored by institution)	\$0.00	\$0.00	\$0.00	\$0.00	\$1,250.00	\$500.00
Graduate Research Assistantships (sponsored by outside sources)	\$22,700.00	\$12,450.00	\$0.00	\$18,700.00	\$22,440.00	\$29,060.00
Totals	\$361,339.00	\$166,351.85	\$137,806.00	\$176,047.00	\$193,384.00	\$220,403.00

** Budgeted Faculty Resources for full-time male faculty available to the team at the time of their visit.*

3. BUDGETED FACULTY RESOURCES: FEMALE

	Current Year (2021-2022)	Last Year (2020-2021)	2 Years Ago (2019-2020)	3 Years Ago (2018-2019)	4 Years Ago (2017-2018)	5 Years Ago (2016-2017)
Full-time Faculty*	\$433,607.00					
Part-Time Faculty	\$108,597.00	\$100,180.00	\$123,046.00	\$112,807.00	\$132,743.00	\$128,283.18
Lecturers						
Visiting Critics						
Graduate Teaching Assistantships	\$61,750.00	\$51,050.00	\$10,900.00	\$24,000.00	\$11,600.00	\$30,460.00
Graduate Research Assistantships (sponsored by institution)	\$7,750.00	\$0.00	\$0.00	\$1,500.00	\$4,450.00	\$0.00
Graduate Research Assistantships (sponsored by outside sources)	\$21,950.00	\$29,300.00	\$0.00	\$34,760.00	\$23,990.00	\$27,040.00
Totals	\$633,654.00	\$180,530.00	\$133,946.00	\$173,067.00	\$172,783.00	\$185,783.18

** Budgeted Faculty Resources for full-time female faculty available to the team at the time of their visit.*

4. BUDGETED FACULTY RESOURCES: TOTAL*

	Current Year (2021–2022)	Last Year (2020–2021)	2 Years Ago (2019–2020)	3 Years Ago (2018–2019)	4 Years Ago (2017–2018)	5 Years Ago (2016–2017)
American Indian/ Alaska Native						
Asian						
Native Hawaiian/ Other Pacific Islander						
Black / African American						
Hispanic / Latino						
White / Non-Hispanic						
Mixed						
Unknown						
Totals						

* Budgeted Faculty Resources based on Race/Ethnicity available to the team at the time of their visit.

5. BUDGETED FACULTY RESOURCES: FTE ALLOCATION AMONG MULTIPLE PROGRAMS

	FTE LA Faculty Resources Applied to BLA/BSLA Program	FTE LA Faculty Resources Applied to MLA Program	FTE LA Faculty Resources Applied to non-LA Program(s)
Full-time Faculty		n/a	
Part-Time Faculty		n/a	
Lecturers		n/a	
Visiting Critics		n/a	
Graduate Teaching Assistantships		n/a	
Graduate Research Assistantships (sponsored by institution)		n/a	
Graduate Research Assistantships (sponsored by outside sources)		n/a	
Totals		n/a	

6. BUDGETED FACULTY RESOURCES: DEGREES

	Undergrad degree in Landscape Architecture (BLA or BSLA)	MLA	Doctorate
Professors		1	2
Associate Professors		3	
Assistant Professors		2	
Part-time/adjunct	3	15	
Totals	3	21	2

7. OTHER BUDGETED RESOURCES:

	Current Year (2021-2022)	Last Year (2020-2021)	2 Years Ago (2019-2020)	3 Years Ago (2018-2019)	4 Years Ago (2017-2018)	5 Years Ago (2016-2017)
Guest Speakers or Critics	\$3,920.00	\$0.00	\$6,441.00	\$6,198.00	\$3,932.00	\$10,525.00
Graduate Teaching Assistantships	\$99,900.00	\$72,650.00	\$13,300.00	\$62,700.00	\$43,300.00	\$66,800.00
Graduate Research Assistantships (sponsored by the institution)	\$7,750.00	\$0.00	\$0.00	\$1,500.00	\$5,700.00	\$500.00
*Graduate assistantships (program/technical)	\$44,650.00	\$41,750.00	\$0.00	\$53,460.00	\$46,430.00	\$56,100.00

NOTE

Please refer to RISD's Full Time Faculty Agreement, pg 16 "ARTICLE XII Salaries" for a comprehensive outline of faculty salaries by rank, including the process for promotion and critical review.

https://drive.google.com/file/d/18o3iC7BPCBxiFQqz-AbTVGs3Uu_6vSkL/view

B. Curriculum / Syllabi

1. Required / Elective Courses

MLA1 PROGRAM

Total Units/Credit Hours required to graduate:.....**111 units or __ credit hours**

Elective Units / Credit Hours required to graduate:.....**18 units or __ credit hours**

MLA2 PROGRAM

Total Units/Credit Hours required to graduate:.....**75 units or __ credit hours**

Elective Units / Credit Hours required to graduate:.....**24 units or __ credit hours**

MLA1 PROGRAM

Required Courses	Units/Credit Hours
Landscape Architecture	33
Architecture	
City & Regional Planning	6
Natural Sciences	9
Horticulture	6
Engineering	12
Art or Design	18
Computer Applications/ Technology	12
Other (Theory+History)	9
Other (Thesis)	6

MLA1 PROGRAM

Required Courses	Units/Credit Hours
Landscape Architecture	24
Architecture	
City & Regional Planning	6
Natural Sciences	9
Horticulture	
Engineering	3
Art or Design	18
Computer Applications/ Technology	6
Other (Theory+History)	3
Other (Thesis)	6

Group or Controlled Elective Choices

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	
Social Sciences	
English, Speech, Writing	
Other	
Free Electives	18

Group or Controlled Elective Choices

Group or Controlled Elective Choices	Units/Credit Hours
Natural Sciences	
Social Sciences	
English, Speech, Writing	
Other	
Free Electives	24

2. Typical Program of Study

MLA1 PROGRAM

Prior to First Year	SUMMER		
		LDAR-2256 Design Foundations/Field Ecology (6)	
First-Year	FALL	WINTER	SPRING
	LDAR-2201 Design Principles (6)	LDAR-W207 Constructed Ground (3)	LDAR-2203 Site, Ecology and Design (6)
	LDAR-2251 Material Logic (3)	LDAR-W217 Research Methods for Design (3)	LDAR-2257 Hydrological Systems (3)
	LDAR-2264 Representation 1 (3)		LDAR-2265 Representation 2 (3)
	LDAR-1044 History of Landscape Architecture (3)		LDAR-1020 Issues in Landscape History (3)
	Elective		
Second-Year	FALL	WINTER	SPRING
	LDAR-2204 Constructed Landscapes Studio (6)	Elective	LDAR-2205 Urban Systems Studio (6)
	LDAR-2252 Plants: Botany and Ecology (3)	Elective	LDAR-2253 Plants: Form and Space (3)
	LDAR-2266 Material Tests (3)		LDAR-223G Urban Contexts (3)
	LDAR-225G Theory 1 (3)		LDAR-231G / 232G Topics in Representation I / II (3)
Third-Year	FALL	WINTER	SPRING
	LDAR-22ST Advanced Elective Studio (6)	Elective	LDAR-228G Design Research Thesis (6)
	LDAR-2254 Material Assemblies (3)		LDAR-233G The Thesis Book (3)
	LDAR-226G Research, Theory and Design (3)		LDAR-2291 Principles of Professional Practice (3)
	Elective		Elective

2. Typical Program of Study (continued)

MLA2 PROGRAM

Prior to First Year	SUMMER		
	LDAR-2256 Design Foundations/Field Ecology (6)		
First-Year	FALL	WINTER	SPRING
	LDAR-2201 Design Principles (6)	LDAR-W207 Constructed Ground (3)	LDAR-2205 Urban Systems Studio (6)
	LDAR-225G Theory 1 (3)	LDAR-W217 Research Methods for Design (3)	LDAR-223G Urban Contexts (3)
	Elective		LDAR-231G / 232G Topics in Representation I / II (3)
	Elective		Elective
Second-Year	FALL	WINTER	SPRING
	LDAR-22ST Adv. Design Studio Elective (6)	Elective	LDAR-228G Design Research Thesis (6)
	LDAR-226G Research, Theory and Design (3)		LDAR-233G The Thesis Book (3)
	Elective		LDAR-2291 Principles of Professional Practice (3)
	Elective		Elective

3. Landscape Architectural Courses Offered During Past Academic Year

Course Title	Course Number	Instructor	Credit Hours	Contact Hrs / Week	# of Students per section
Issues in Landscape History (3)	LAEL-1020	Andrea Johnson	3	3	20
History of Landscape Architecture (3)	LAEL-1044	Eric Kramer	3	3	23
Design Principles	LDAR-2201-01	Colgate Searle	6	10	9
Design Principles	LDAR-2201-02	Andrea Johnson	6	10	9
Design Principles	LDAR-2201-03	Elizabeth Hermann	6	10	10
Site, Ecology and Design (6)	LDAR-2203-01	Sonny Meng	6	10	8
Site, Ecology and Design (6)	LDAR-2203-02	Courtney Goode	6	10	8
Site, Ecology and Design (6)	LDAR-2203-03	Gavin Zeitz	6	10	8
Constructed Landscapes Studio (6)	LDAR-2204-01	Nick DePace	6	10	9
Constructed Landscapes Studio (6)	LDAR-2204-02	Michael Blier	6	10	10
Urban Systems Studio (6)	LDAR-2205-01	Andrea Johnson	6	10	11
Urban Systems Studio (6)	LDAR-2205-02	Elizabeth Hermann	6	10	12
Urban Contexts (3)	LDAR-223G-01	Elizabeth Hermann	3	3	11
Urban Contexts (3)	LDAR-223G-02	Elizabeth Hermann	3	3	12
Material Logic (3)	LDAR-2251-01	Gavin Zeitz	3	3	14
Material Logic (3)	LDAR-2251-02	Gavin Zeitz	3	3	14
Plants: Botany and Ecology (3)	LDAR-2252-01	Ann Kearsley	3	3	11
Plants: Botany and Ecology (3)	LDAR-2252-02	Ann Kearsley Hope Leeson	3	3	11

Course Title	Course Number	Instructor	Credit Hours	Contact Hrs / Week	# of Students per section
Plants: Form and Space (3)	LDAR-2253-01	Adam Anderson	3	5	9
Plants: Form and Space (3)	LDAR-2253-02	Theodore Hoerr	3	5	9
Material Assemblies (3)	LDAR-2254-01	Theodore Hoerr	3	3	24
Design Foundations/ Field Ecology (6)	LDAR-2256-01	Johanna Barthmaier-Payne Ann Kearsley	6	10	14
Design Foundations/ Field Ecology (6)	LDAR-2256-02	Suzanne Mathew Tiago Campos	6	10	15
Hydrological Systems (3)	LDAR-2257-01	Johanna Barthmaier-Payne	3	3	12
Hydrological Systems (3)	LDAR-2257-02	Johanna Barthmaier-Payne	3	3	13
Theory 1 (3)	LDAR-225G-01	Tiago Campos	3	3	13
Theory 1 (3)	LDAR-225G-02	Tiago Campos	3	3	13
Representation 1 (3)	LDAR-2264-01	Adam Anderson	3	3	11
Representation 1 (3)	LDAR-2264-02	Adam Anderson	3	3	12
Representation 2 (3)	LDAR-2265-01	Elaine Stokes	3	5	10
Representation 2 (3)	LDAR-2265-02	Elaine Stokes	3	5	11
Material Tests (3)	LDAR-2266-01	Adrian Fehrmann	3	3	10
Material Tests (3)	LDAR-2266-02	Sara Cohen	3	3	11
Research, Theory and Design (3)	LDAR-226G-01	Emily Vogler	3	3	15
Research, Theory and Design (3)	LDAR-226G-02	Tiago Campos	3	3	15

Course Title	Course Number	Instructor	Credit Hours	Contact Hrs / Week	# of Students per section
Design Research Thesis (6)	LDAR-228G-01	Emily Vogler	6	10	10
Design Research Thesis (6)	LDAR-228G-02	Tiago Campos	6	10	10
Design Research Thesis (6)	LDAR-228G-03	Nick DePace	6	10	10
Principles of Professional Practice (3)	LDAR-2291-01	Andrew Gutterman	3	3	15
Principles of Professional Practice (3)	LDAR-2291-02	Joe James	3	3	15
Adv. Design Studio Elective (6)	LDAR-22ST-01	Emily Vogler	6	10	10
Adv. Design Studio Elective (6)	LDAR-22ST-02	Courtney Goode Zoe Mueller	6	10	10
Adv. Design Studio Elective (6)	LDAR-22ST-03	Sonny Meng	6	10	10
The Thesis Book (3)	LDAR-233G-01	Ellen Garrett	3	3	15
The Thesis Book (3)	LDAR-233G-02	Ellen Garrett	3	3	15
Constructed Ground (3)	LDAR-W207-01	Joe James	3	6	14
Constructed Ground (3)	LDAR-W207-02	Elaine Stokes	3	6	14
Research Methods for Design (3)	LDAR-W217-01	Larissa Belcic	3	6	12
Research Methods for Design (3)	LDAR-W217-02	Larissa Belcic	3	6	13
Topics in Representation I (3)	LDAR-231G-01	Andrea Johnson	3	3	11
Topics in Representation II (3)	LDAR-232G-01	Julian Osorio	3	3	11

C. Student Information

1. Overview

Academic Year	In-State		Out-of-State		Foreign		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female
Current Year: FA21	0	1	3	9	20	45	23	55
1 Year Ago: FA20	2	0	2	5	21	55	25	60
2 Years Ago: FA19	1	1	3	6	18	48	22	55
3 Years Ago: FA18	1	1	5	6	16	45	22	52
4 Years Ago: FA17	1	2	3	6	17	39	21	47

2. Ethnic Group/Diversity

American Indian.....0%

Hispanic.....3%

Black (non-Hispanic).....1%

Caucasian.....13%

Asian or Pacific Islander.....78%

Other.....5%

3. Applications

	Current Year FALL 2021	Last year FALL 2020	2 Years Ago FALL 2019	3 Years Ago FALL 2018	4 Years Ago FALL 2017	5 Years Ago FALL 2016
Total number of applications	111	125	144	129	116	136
Applications from males	24	26	35	29	28	38
Applications from females	87	99	109	100	88	98

4. Enrollments

	Current Year FALL 2021	Last year FALL 2020	2 Years Ago FALL 2019	3 Years Ago FALL 2018	4 Years Ago FALL 2017	5 Years Ago FALL 2016
Total enrollment	78	85	77	74	68	84
Males	23	25	22	22	21	25
Females	55	60	55	52	47	59

5. Student Ethnic Backgrounds

	Caucasian	African-American	African Descent	Asian / Pacific	Hispanic	Native American	Other
Total	10	1		61	2	0	4
Males	2	1		19	1	0	0
Females	8	0		42	1	0	4

D. Alumni Information

1. Degrees Awarded

Academic Year	Male	Female	TOTAL
Current Year: FA22	8	22	30
1 Year Ago: FA21	10	23	33
2 Years Ago: FA20	5	16	21
3 Years Ago: FA19	8	18	26
4 Years Ago: FA18	11	15	26
5 Years Ago: FA17	5	25	30
6 Years Ago: FA16	9	14	23

2. Record of Advanced Study

Institution	Degree	Number of Students	Year LA degree awarded	Year advanced degree awarded
Jiali Li (University of Hong Kong)	PhD Landscape Architecture	1	2019	Ongoing
Hongfei Li (University of Washington)	PhD Landscape Architecture	1	2018	Ongoing
Xiaoyu Xu (University of Singapore)	PhD Landscape Architecture	1	2017	Ongoing
Dongrui Tang (University of Washington)	PhD Landscape Architecture	1	2017	Ongoing
Mengxuan Liu (University of Cambridge)	PhD Architecture + Urban Design	1	2016	Ongoing

3. Current Employment

Present Occupation	Unknown	Males	Females	TOTAL
Advanced Study and Research			1	1
Teaching		2	1	2
Private Practice	11	19	54	84
Public Practice (city)			1	1
Landscape Hort./Design Build				
Volunteer Service (Specify)				
Other (Freelance/Owner)	1	1	4	6
Unknown	8	19	47	74
TOTAL	20	41	108	

3. Current Employment (continued)

TEACHING

Andrew G. Zeitz	MLA 18	Rhode Island School Of Design
Evan M. Davenport	MLA 19	Rhode Island School Of Design
Elizabeth L. Hunt	MLA 20	Rhode Island School Of Design

FREELANCE / OWNER

Dennis A. Staton	MLA 16	Design Outside Landscape Studio
Qi An	MLA 17	Freelance Product Designer
Lucila Silva-Santisteban	MLA 17	LAUD Research
Xiao Chen	MLA 18	Freelance Designer
Yixuan Hu	MLA 20	Landscape Architect

RESEARCH

Lowell I. Clare	MLA 17	Unbuilt Labs
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PUBLIC PRACTICE

Jessica J. Wilson	MLA 18	City of Lowell
Ilya Iskhakov	MLA 20	City of Providence

PRIVATE PRACTICE

Zhihao Li	MLA 16	AECOM
Chanon Wangkachonkai	MLA 16	SWA Group
Xirui Zhang	MLA 16	HM White Sa
Nandi Lu	MLA 16	Big - Bjarke Ingels Group
Wenbo Wu	MLA 16	Stantec Consulting Services
Tianyu Xu	MLA 16	Turenscape
Dante H. Gamache	MLA 16	Stantec, Inc.
Jingyan Zhang	MLA 16	Ballistic Architecture Machine
Shaoda Huo	MLA 16	Landworks Studio, Inc.
Yi Ning Ku	MLA 16	Mahan Rykiel Associates, Inc.
Tianying Lu	MLA 16	Rhodeside & Harwell, Incorporated
Jing Li	MLA 16	Swa/Balsley
Zhuohui Li	MLA 16	Licia Li Product Design
Hung-Nien Lai	MLA 16	MPFP
Senbo Yang	MLA 16	Tom Leader Studio
Zhuo Jiang	MLA 16	TLS Landscape Architecture
Anni Pan	MLA 16	Future Green Studio
Chao-Yu Chen	MLA 16	Natera
Kellie J. Knight	MLA 17	Wilkinson Ecological Design

PRIVATE PRACTICE

Wanting Dong	MLA 17	Raymond Jungles Inc.
Kelsey A. Wakefield	MLA 17	Cmg Landscape Architecture
Lucila Silva-Santisteban	MLA 17	LAUD Research
Juanru Wang	MLA 17	Lee And Associates, Inc.
Jing Wang	MLA 17	AECOM
Anastasiia Isakova	MLA 17	Scape (Moscow)
Jeanette C. Cantu	MLA 17	Weston & Sampson
Yiyang Qian	MLA 17	G2 Collaborative
Ziqing Chen	MLA 17	Grain Collective
Mengxuan Liu	MLA 17	Landworks Studio, Inc.
Yiqi Jiang	MLA 17	Lee And Associates, Inc
Georges M. Fischer	MLA 17	Lemon Brooke
Shi Chen	MLA 17	SWA Group
Rebecca E. Ladd	MLA 17	Via Design Architects, Pc
Qinhe Qian	MLA 17	Z + T Studio
Jil M. Sanchez	MLA 17	Naef Landschaftsarchitekten Gmbh
Yifan Kong	MLA 17	Mark K. Morrison Landscape Architecture P.C.
Lu Zhang	MLA 17	MPFP
Xiang Zhao	MLA 17	Design Workshop

PRIVATE PRACTICE

Patrick T. Beals	MLA 17	Studio 2112
Yuan Zhang	MLA 17	CBT Architects
Jin Yan	MLA 18	Ew Howell Construction Group
Yifan Qiu	MLA 18	!Melk Landscape Architecture & Urban Design
Tanya Pande	MLA 18	Archohm Consults Pvt Ltd.
Jing Zeng	MLA 18	Ggn (Gustafson Guthrie Nichol)
Siyu Du	MLA 18	Olin Partnership Limited
Yu Pei	MLA 18	Payette Associates, Inc
Chuxiong Feng	MLA 18	SWA Group
Patricia Noto	MLA 18	G2 Collaborative
Dongning Huang	MLA 18	Mahan Rykiel Associates, Inc.
Ye Tian	MLA 18	Starr Whitehouse Landscape
Mingjie Cai	MLA 18	Stephen Stimson Associates
Hongfei Li	MLA 18	Stoss Landscape Urbanism
Austin Bamford	MLA 18	CMG Landscape Architecture
Yufeng Xu	MLA 18	Mantle Landscape Architecture
Ling Xia	MLA 18	Ayers Saint Gross
Jiayue Wang	MLA 19	Terraink, Incorporated
Qing Li	MLA 19	Hoerr Schaudt Landscape Architects

PRIVATE PRACTICE

Chenglin Zhu	MLA 19	RHAA
Xinrui Yuan	MLA 19	RHAA Landscape Architects
Meng Wang	MLA 19	Elizabeth Kennedy Landscape Architect, PLLC
Ramon S. Solis	MLA 19	CMG
Tingxin Wang	MLA 19	URBANUS Architecture & Design
Yuanbin Wang	MLA 19	Weston & Sampson
Jaewon Wang	MLA 19	Bliss Landscape Architecture
Dongqi Zhang	MLA 19	Lemon Brooke
Madison Murray	MLA 19	Olin
Wenxin Li	MLA 19	Sasaki Associates
Ratchu Surajaras	MLA 19	SWA Group
Xinye Xie	MLA 19	Urban Planning & Design Institute of Shenzhen
Tongyi Zhang	MLA 19	Western & Sampson
Zhiyuan Yang	MLA 19	BugTech Augmented Reality Design Co. Ltd
Qing Liu	MLA 20	Growsquares
Fengjiao Ge	MLA 20	!Melk Landscape Architecture & Urban Design
Xue Gao	MLA 20	LandDesign
Xinyi Sun	MLA 20	OSD Outside
Adrienne L. Emmerich	MLA 20	Bernice Wahler Landscapes

PRIVATE PRACTICE

Kayla Murgo	MLA 20	Goode Landscape Studio
Huachen Zhang	MLA 20	Mikyoung Kim Design
Chao Li	MLA 20	Snohetta
Shiya Zeng	MLA 20	SWA Group
Yuzhe Ma	MLA 20	SWA Group
Geruihan Xu	MLA 21	Grain Collective
Chengyu Ke	MLA 21	Mantle Landscape Architecture
Yiling Wang	MLA 21	Warner Larson Landscape Architects
Jacob A. Lightman	MLA 21	Mickey
Zixin Li	MLA 22	Asakura Robinson

D. Faculty Information

1. Previous and Present Faculty

Rank/Title	Current Year FALL 2021	Last Year FALL 2020	2 Years Ago FALL 2019	TOTAL
Professor/LA	Elizabeth Hermann	Elizabeth Hermann	Elizabeth Hermann, Colgate Searle	4
Assoc. Professor/LA	Suzanne Mathew, Emily Vogler, Tiago Campos	Emily Vogler, Suzanne Mathew, Tiago Campos	Emily Vogler, Suzanne Mathew, Tiago Campos	9
Asst. Professor/LA	Andrea Johnson, Johanna Barthmaier-Payne	Courtney Goode, Jacob Mitchell, Johanna Barthmaier-Payne	Jacob Mitchell, Johanna Barthmaier-Payne	7
Visiting Lecturer/ Adjunct	20	19	20	59
TOTALS	26	26	27	79

2. Instructional Assignments

FACULTY MEMBER	DEGREE	TEACHING			RESEARCH	SERVICE	ADMIN / OTHER	TOTAL
		BLA	MLA	Other				
Johanna Barthmaier-Payne	MLA	n/a	66.00%				33.00%	100.00%
Campos, Tiago	MLA/PHD	n/a	84.00%				16.00%	100.00%
Mathew, Suzanne	MARC / MLA	n/a	0.00%		100.00%			100.00%
Johnson, Andrea	MLA	n/a	100.00%					100.00%
Hermann, Elizabeth	MLA / PHD	n/a	84.00%	16.00%				100.00%
Vogler, Emily	MLA	n/a	84.00%				16.00%	100.00%
Adam Anderson	MLA	n/a	50.00%					50.00%
Adrian Fehrmann	BARC / MARC	n/a	16.00%					16.00%
Andrew Gutterman	MLA	n/a	16.00%					16.00%
Ann Kearsley	MLA / MLAUD	n/a	33.00%					33.00%
Colgate Searle	BLA / MLA	n/a	33.00%					33.00%
Courtney Goode	MLA	n/a	50.00%					50.00%
Elaine Stokes	MLA	n/a	50.00%					50.00%
Ellen Garrett	BARC / MLA	n/a	33.00%					33.00%
Eric Kramer	MLA	n/a	16.00%					16.00%
Gavin Zeitz	MLA	n/a	66.00%					66.00%
Joe James	MLA	n/a	33.00%					33.00%
Julian Osorio	MA GRAPHIC DESIGN	n/a	16.00%					16.00%
Larissa Belcic	MLA	n/a	33.00%					33.00%
Michael Blier	BLA / MLA	n/a	33.00%					33.00%
Nick DePace	BFA/BARC	n/a	66.00%					66.00%
Sara Cohen	MLA	n/a	16.00%					16.00%
Sonny Meng	BARC / MARC / MLA	n/a	66.00%					66.00%
Theodore Hoerr	BLA/MLA/MLAUD	n/a	33.00%					33.00%
Zoe Mueller	B. URB. DES. / M. CITY PLAN.	n/a	16.00%					16.00%
Hope Leeson	BA	n/a	16.00%					16.00%

3. Courses Taught by Individual Faculty Members

Course Taught	Course Number	Term	Instructor (s)	Credit Hours	Contact Hrs / Week	Number of Students	FTE Students
Issues in Landscape History (3)	LAEL-1020	SP	Andrea Johnson	3	3	20	5
History of Landscape Architecture (3)	LAEL-1044	FA	Eric Kramer	3	3	23	5.75
Design Principles	LDAR-2201-01	FA	Colgate Searle	6	10	9	4.5
Design Principles	LDAR-2201-02	FA	Andrea Johnson	6	10	9	4.5
Design Principles	LDAR-2201-03	FA	Elizabeth Hermann	6	10	10	5
Site, Ecology and Design (6)	LDAR-2203-01	SP	Sonny Meng	6	10	8	4
Site, Ecology and Design (6)	LDAR-2203-02	SP	Courtney Goode	6	10	8	4
Site, Ecology and Design (6)	LDAR-2203-03	SP	Gavin Zeitz	6	10	8	4
Constructed Landscapes Studio (6)	LDAR-2204-01	FA	Nick DePace	6	10	9	4.5
Constructed Landscapes Studio (6)	LDAR-2204-02	FA	Michael Blier	6	10	10	5
Urban Systems Studio (6)	LDAR-2205-01	SP	Andrea Johnson	6	10	11	5.5
Urban Systems Studio (6)	LDAR-2205-02	SP	Elizabeth Hermann	6	10	12	6
Urban Context (3)	LDAR-223G-01	SP	Elizabeth Hermann	3	3	11	2.75
Urban Context (3)	LDAR-223G-02	SP	Elizabeth Hermann	3	3	12	3
Material Logic (3)	LDAR-2251-01	FA	Gavin Zeitz	3	3	14	3.5
Material Logic (3)	LDAR-2251-02	FA	Gavin Zeitz	3	3	14	3.5
Plants: Botany and Ecology (3)	LDAR-2252-01	FA	Ann Kearsley	3	3	11	2.75
Plants: Botany and Ecology (3)	LDAR-2252-02	FA	Ann Kearsley, Hope Leeson	3	3	11	2.75

Plants: Form and Space (3)	LDAR-2253-01	SP	Adam Anderson	3	5	9	2.25
Plants: Form and Space (3)	LDAR-2253-02	SP	Theodore Hoerr	3	5	9	2.25
Material Assemblies (3)	LDAR-2254-01	FA	Theodore Hoerr	3	3	24	6
Design Foundations/ Field Ecology (6)	LDAR-2256-01	SS	Johanna Barthmaier-Payne, Ann Kearsley	6	10	14	7
Design Foundations/ Field Ecology (6)	LDAR-2256-02	SS	Suzanne Mathew, Tiago Campos	6	10	15	7.5
Hydrological Systems (3)	LDAR-2257-01	SP	Johanna Barthmaier-Payne	3	3	12	3
Hydrological Systems (3)	LDAR-2257-02	SP	Johanna Barthmaier-Payne	3	3	13	3.25
Theory 1 (3)	LDAR-225G-01	FA	Tiago Campos	3	3	13	3.25
Theory 1 (3)	LDAR-225G-02	FA	Tiago Campos	3	3	13	3.25
Representation 1 (3)	LDAR-2264-01	FA	Adam Anderson	3	3	11	2.75
Representation 1 (3)	LDAR-2264-02	FA	Adam Anderson	3	3	12	3
Representation 2 (3)	LDAR-2265-01	SP	Elaine Stokes	3	5	10	2.5
Representation 2 (3)	LDAR-2265-02	SP	Elaine Stokes	3	5	11	2.75
Material Tests (3)	LDAR-2266-01	FA	Adrian Fehrmann	3	3	10	2.5
Material Tests (3)	LDAR-2266-02	FA	Sara Cohen	3	3	11	2.75
Research, Theory and Design (3)	LDAR-226G-01	FA	Emily Vogler	3	3	15	3.75
Research, Theory and Design (3)	LDAR-226G-02	FA	Tiago Campos	3	3	15	3.75
Design Research Thesis (6)	LDAR-228G-01	SP	Emily Vogler	<u>6</u>	<u>10</u>	<u>10</u>	<u>5</u>
Design Research Thesis (6)	LDAR-228G-02	SP	Tiago Campos	<u>6</u>	<u>10</u>	<u>10</u>	<u>5</u>
Design Research Thesis (6)	LDAR-228G-03	SP	Nick DePace	<u>6</u>	<u>10</u>	<u>10</u>	<u>5</u>

ADDENDA: FACULTY INFORMATION

Principles of Professional Practice (3)	LDAR-2291-01	SP	Andrew Gutterman	3	3	15	3.75
Principles of Professional Practice (3)	LDAR-2291-02	SP	Joe James	3	3	15	3.75
Adv. Design Studio Elective (6)	LDAR-22ST-01	FA	Emily Vogler	6	10	10	5
Adv. Design Studio Elective (6)	LDAR-22ST-02	FA	Courtney Goode, Zoe Mueller	6	10	10	5
Adv. Design Studio Elective (6)	LDAR-22ST-03	FA	Sonny Meng	6	10	10	5
The Thesis Book (3)	LDAR-233G-01	SP	Ellen Garrett	3	3	15	3.75
The Thesis Book (3)	LDAR-233G-02	SP	Ellen Garrett	3	3	15	3.75
Constructed Ground (3)	LDAR-W207-01	WS	Joe James	3	6	14	3.5
Constructed Ground (3)	LDAR-W207-02	WS	Elaine Stokes	3	6	14	3.5
Research Methods for Design (3)	LDAR-W217-01	WS	Larissa Belcic	3	6	12	3
Research Methods for Design (3)	LDAR-W217-02	WS	Larissa Belcic	3	6	13	3.25
Topics in Representation	LDAR-231G-01	FA	Andrea Johnson	3	3	11	2.75
Topics in Representation II	LDAR-232G-01	SP	Julian Osorio	3	3	11	2.75

4. Visiting Lecturers/Critics

Name	Field/Specialty	Date(s)	Contribution
Fatema Maswood	Landscape Architecture	9/1/21	Guest Critic/Lecturer
Martha Kearsley	Landscape Architecture	9/22/21	Guest Critic/Lecturer
Sergio Lopez Pineiro	Landscape Architecture	10/6/21	Guest Critic/Lecturer
Austin F Bamford	Landscape Architecture	10/18/21	Guest Critic/Lecturer
Kevin Jin He	Landscape Architecture	10/25/21	Guest Critic/Lecturer
Daniel Doca	Landscape Architecture	11/16/21	Guest Critic/Lecturer
Lauren Elizabeth Hackney	Landscape Architecture	11/29/21	Guest Critic/Lecturer
Conor Obrien	Landscape Architecture	12/2/21	Guest Critic/Lecturer
Behrang Behin	Landscape Architecture	12/7/21	Guest Critic/Lecturer
Lydia Gikas Cook	Landscape Architecture	12/7/21	Guest Critic/Lecturer
Fionn Byrne	Landscape Architecture	12/13/21	Guest Critic/Lecturer
Sergio Lopez Pineiro	Landscape Architecture	12/15/21	Guest Critic/Lecturer
Daniel Doca	Landscape Architecture	12/15/21	Guest Critic/Lecturer
Jessica M Leete	Landscape Architecture	12/16/21	Guest Critic/Lecturer
Jessica Wilson	Landscape Architecture	12/18/21	Guest Critic/Lecturer
Kayla Murgo	Landscape Architecture	12/18/21	Guest Critic/Lecturer
Nam Jung Kim	Landscape Architecture	12/20/21	Guest Critic/Lecturer
Jacob Lightman	Landscape Architecture	12/22/21	Guest Critic/Lecturer

ADDENDA: FACULTY INFORMATION

Sue Huang	Landscape Architecture	2/1/22	Guest Critic/Lecturer
Linh Kim Pham	Landscape Architecture	2/1/22	Guest Critic/Lecturer
Sophia Riedel	Landscape Architecture	2/1/22	Guest Critic/Lecturer
Johanna Lovecchio	Landscape Architecture	2/2/22	Guest Critic/Lecturer
Helena Cohen	Landscape Architecture	3/1/22	Guest Critic/Lecturer
Jennifer Lauer	Landscape Architecture	3/1/22	Guest Critic/Lecturer
Mary Cadwallender	Landscape Architecture	3/1/22	Guest Critic/Lecturer
Clare Mifflin	Landscape Architecture	3/10/22	Guest Critic/Lecturer
Catherine Seavitt Nordenson	Landscape Architecture	3/16/22	Guest Critic/Lecturer
Jacob Lightman	Landscape Architecture	3/24/22	Guest Critic/Lecturer
Anita Stubenrauch	Landscape Architecture	3/25/22	Guest Critic/Lecturer
Sophie Scutt	Landscape Architecture	3/29/22	Guest Critic/Lecturer
Yifei Wang	Landscape Architecture	4/19/22	Guest Critic/Lecturer
Patricia Noto	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Austin F Bamford	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Samuel Snowden Naylor	Landscape Architecture	4/26/22	Guest Critic/Lecturer
Ellen Oettinger White	Landscape Architecture	5/12/22	Guest Critic/Lecturer
Ronald James Alley li	Landscape Architecture	5/12/22	Guest Critic/Lecturer
Christopher Roth Ng Hardy	Landscape Architecture	5/12/22	Guest Critic/Lecturer
Zoya Puri	Landscape Architecture	5/24/22	Guest Critic/Lecturer

Thomas E Kutcher	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Jessica M Leete	Landscape Architecture	6/3/22	Guest Critic/Lecturer
Zoya Puri	Landscape Architecture	6/3/22	Guest Critic/Lecturer
Christianna Bennett	Landscape Architecture	6/3/22	Guest Critic/Lecturer
Samuel Snowden Naylor	Landscape Architecture	6/3/22	Guest Critic/Lecturer
Caitlin Charlet	Landscape Architecture	6/3/22	Guest Critic/Lecturer
Eli Sands	Landscape Architecture	6/3/22	Guest Critic/Lecturer
Danica Danielle Liongson	Landscape Architecture	6/3/22	Guest Critic/Lecturer
Estello Raganit	Landscape Architecture	6/3/22	Guest Critic/Lecturer
Gabriel Cira	Landscape Architecture	6/14/22	Guest Critic/Lecturer
Jennifer Birkeland	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Jon Scalca	Landscape Architecture	12/8/19	Guest Critic/Lecturer
Karli Molter	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Claire Fellman	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Jose Menendez	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Jacob Mitchell	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Ellen Garrett	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Sahar Moin	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Margarett Jankowski	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Linh Pham	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer

ADDENDA: FACULTY INFORMATION

Will Debernardo	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Mathew Sibert	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Jill Disimini	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Chris Reed	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Helen Kongsgarden	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Andrew Tenbrink	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Danielle Choi	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Sergio Lopez-Pineiro	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Timothy Baird	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Martin Hogue	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Duarte Santo	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Anne Weber	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
John Davis	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Zoya Puri	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Nj Unaka	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Jessica Leete	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Yuan Gao	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Yuan Gao	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Nam Jung Kim	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
David Everett	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer

Susan Gorelick	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Devon Miller	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Hyunch Sung	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Jessica Wilson	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Kelsey Wakefield	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Edgar Adams	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Kurt Teichert	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Ponnapa Prakkamakul	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Kyle Belcher	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
John Knight	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Roberto Viola Ochoa	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Maggie Hansen	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Francisca Lima	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Victoria Claire Bernie	Architecture/Art	MULTIPLE DATES	Guest Critic/Lecturer
Claire Fellman	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Xi Yang	Landscape Architecture	MULTIPLE DATES	Guest Critic/Lecturer
Stephanie Crane	Architecture/Urban Design	MULTIPLE DATES	Guest Critic/Lecturer
Joana Santos	Architecture	MULTIPLE DATES	Guest Critic/Lecturer

F. Facilities Information

Program Facilities

Room #	Size (SF)	"Max. Capacity	Type of Space	Use
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(S)hared
(E)xclusive)

BEB BASEMENT FLOOR

001	314		Storage	S
001A	165		Building Services	S
001B	33		Storage	S
001C	65		Corridor	S
002	361		Boiler Room	S
003	689	25	Computer Lab	S
005	403		Print Center	S
005B	150	1	Computer Tech Office	S
005C	130		Storage	S
007	769	12	Workroom/Shop	S
007A	211		Workroom/Shop	S
007B	397		Workroom/Shop	S
009	811	12	Workroom/Shop	S
009A	107		Tool Storage	S
009B	26		Open Lab Service	S
012	981	12	Workroom/Model Shop	S
013	249	6	Shared office	S
017-1	235		Classroom/Project Room	S
017-2	374		Classroom/Project Room	S
019-1	224		Classroom	S
019-2	243		Office	S
024	201		Bulding Services	S

BEB GROUND FLOOR

100	1,254		Exhibition	S
106	1,479	111	Lecture Hall	S
106A	119		Storage	S
109	943	19	Classroom/Studio	S
112	982	20	Classroom/Studio	S
117	411	21	Classroom	S
120	405	20	Classroom	S
124	270	18	Faculty Lounge	S

BEB 2ND FLOOR

202-212	5,715	85	studio	E
213	248	10	office/seminar	E
215	213	4	office	E
216	198	4	office	E
217	196	4	office	E
219	454	22	seminar	S
224	284	6	office	E

BEB THIRD FLOOR

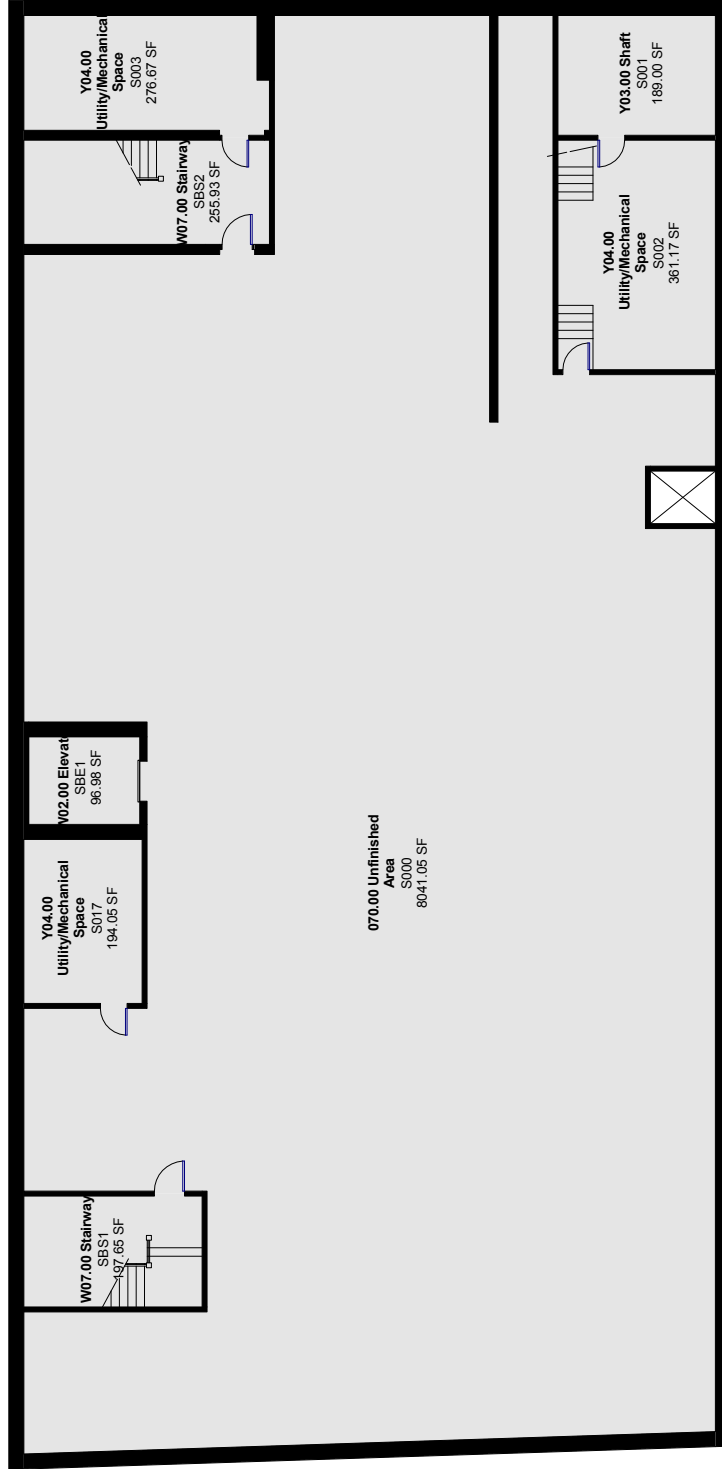
302-312	5865	116	Studios	S
313	248	12	Classroom	S
317	611	31	Classroom	S
319	447	20	Classroom	S

BEB FOURTH FLOOR

400	5176	105	Studio	S
402	558		Seminar	S
413	212		office/seminar	S

Floor Plans

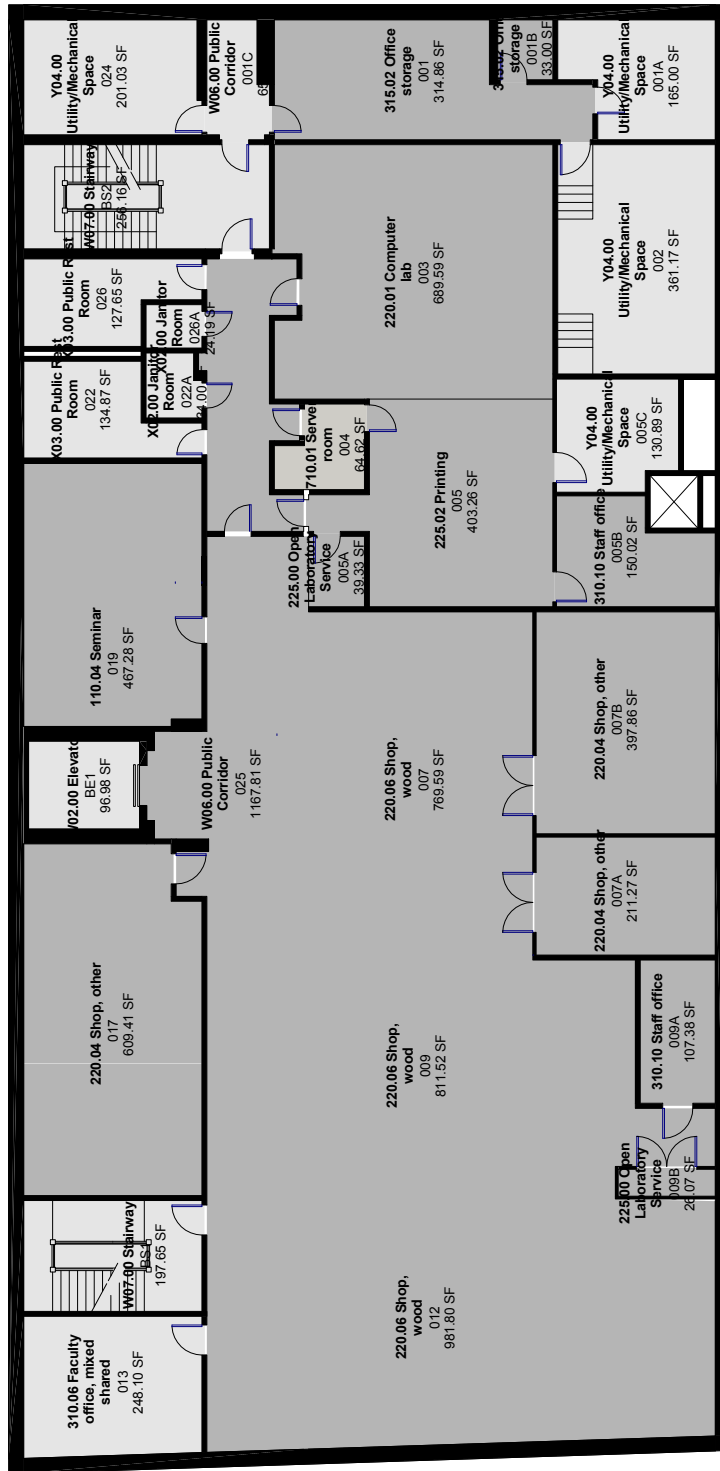
BEB BUILDING, BASEMENT FLOOR



- Information Technology
- Landscape Architecture
- None
- Shared Architecture and Landscape Architecture

Floor Plans

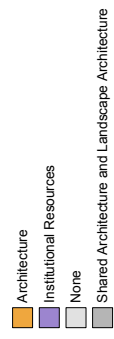
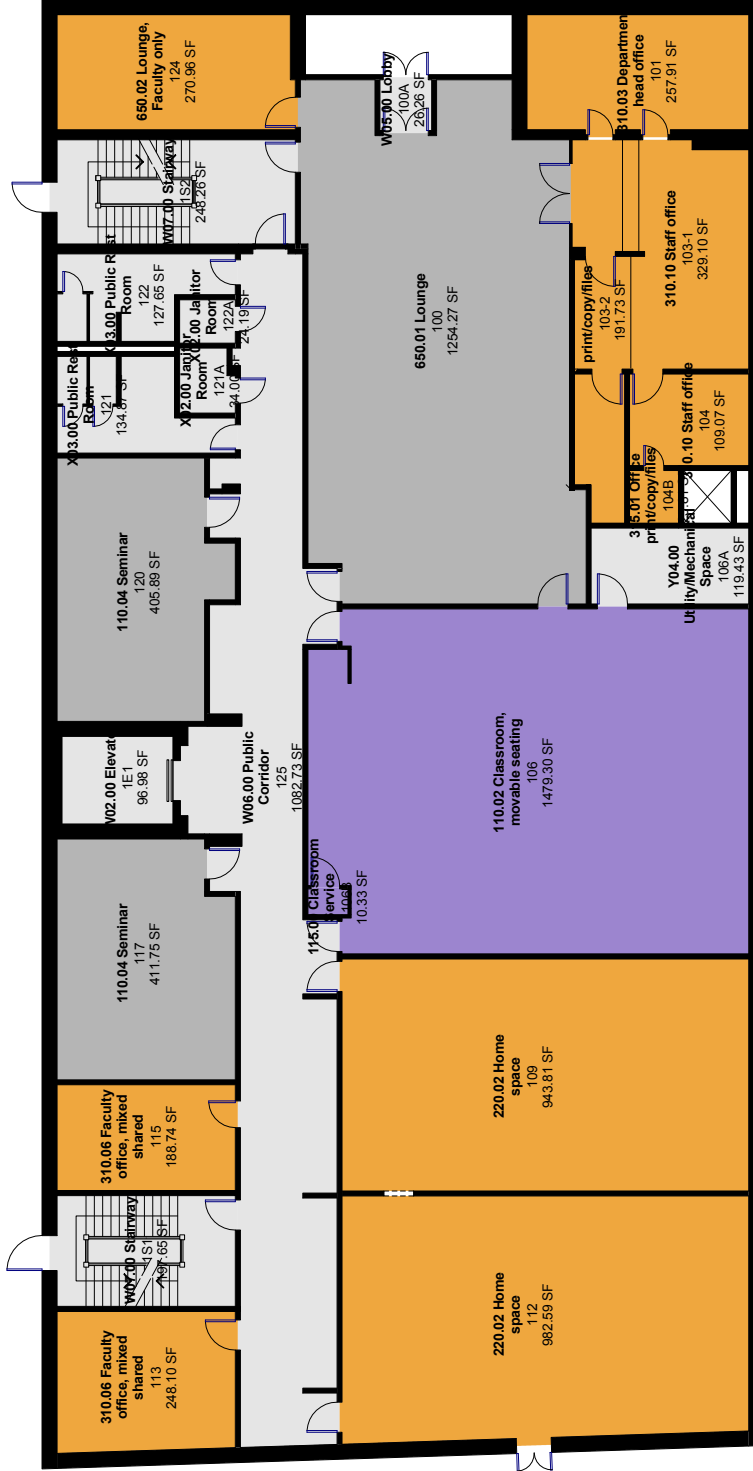
BEB BUILDING, GROUND FLOOR



- Information Technology
- Landscape Architecture
- None
- Shared Architecture, Landscape Architecture + Interior Architecture

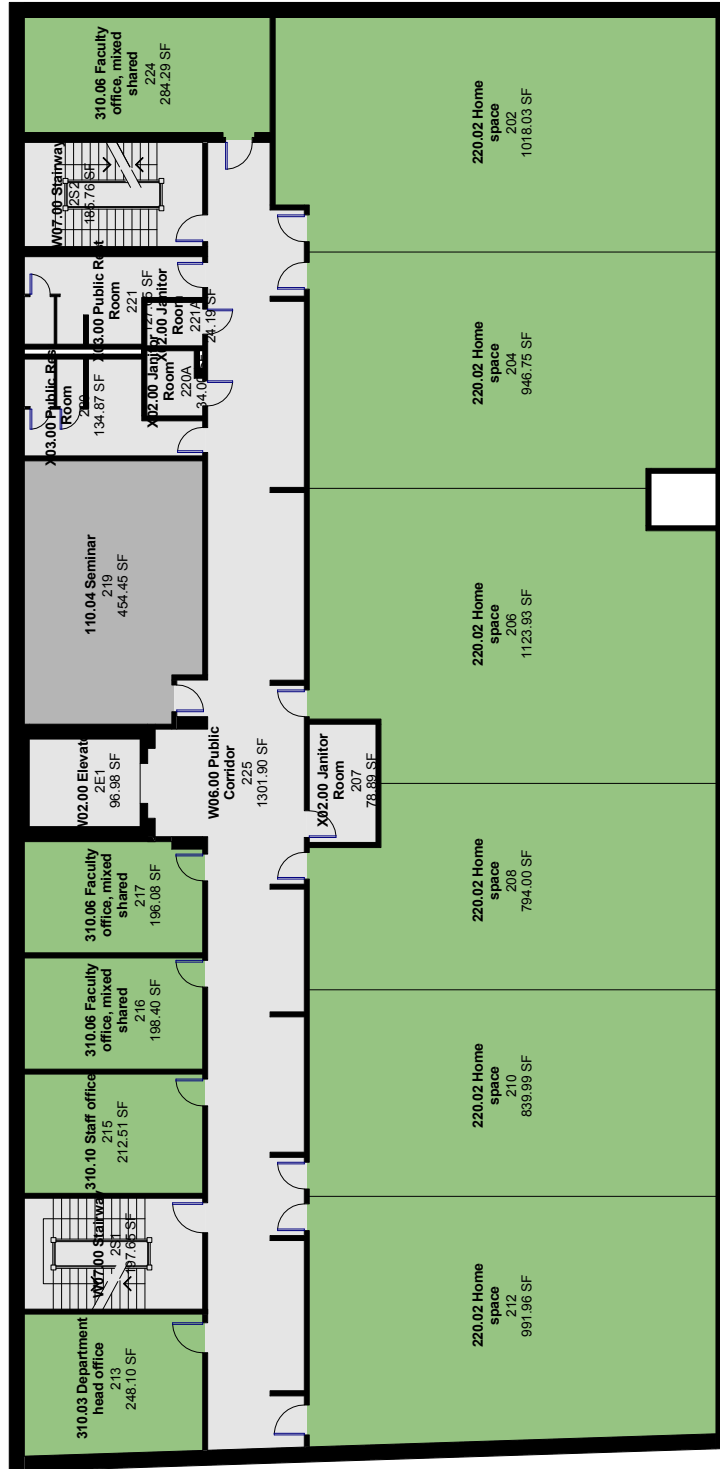
Floor Plans

BEB BUILDING, 1ST FLOOR



Floor Plans

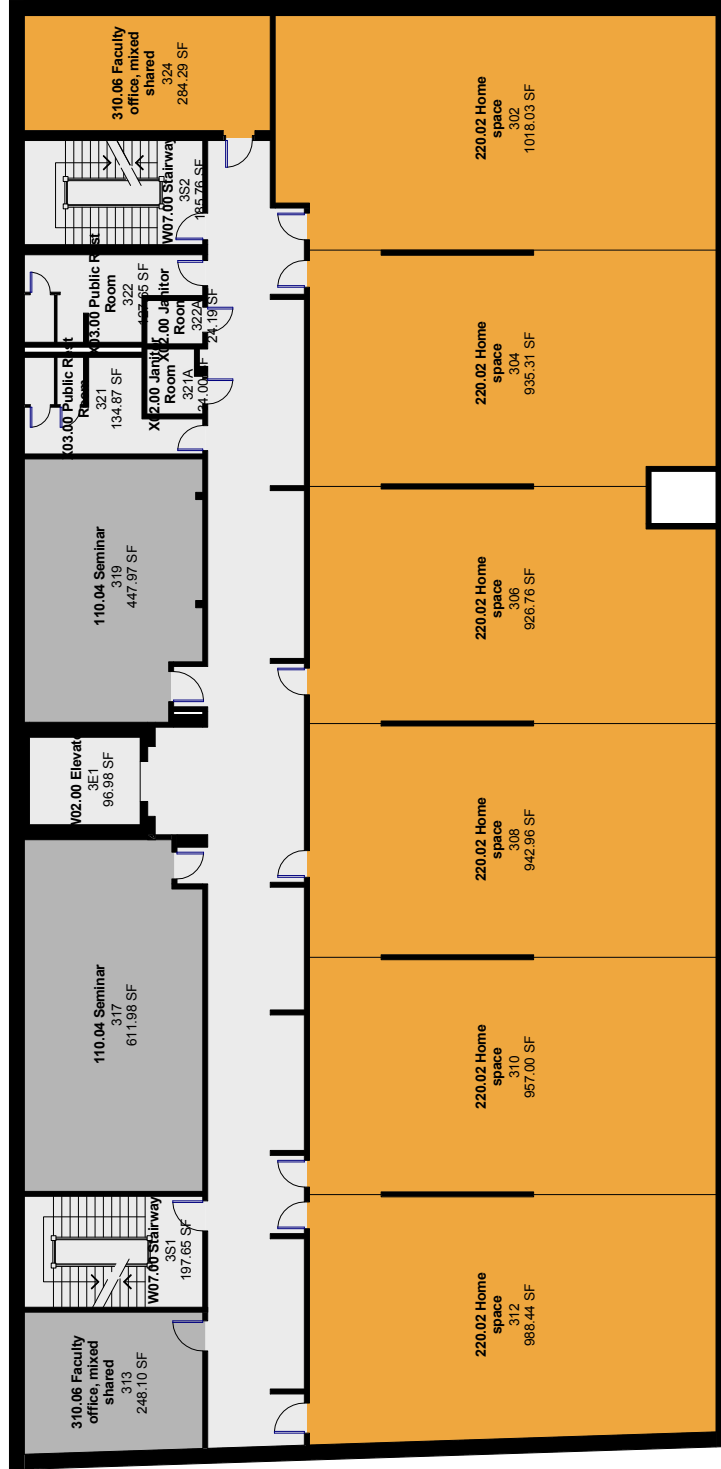
BEB BUILDING, 2ND FLOOR



- Architecture
- Landscape Architecture
- Storage/Facilities
- Shared Architecture and Landscape Architecture

Floor Plans

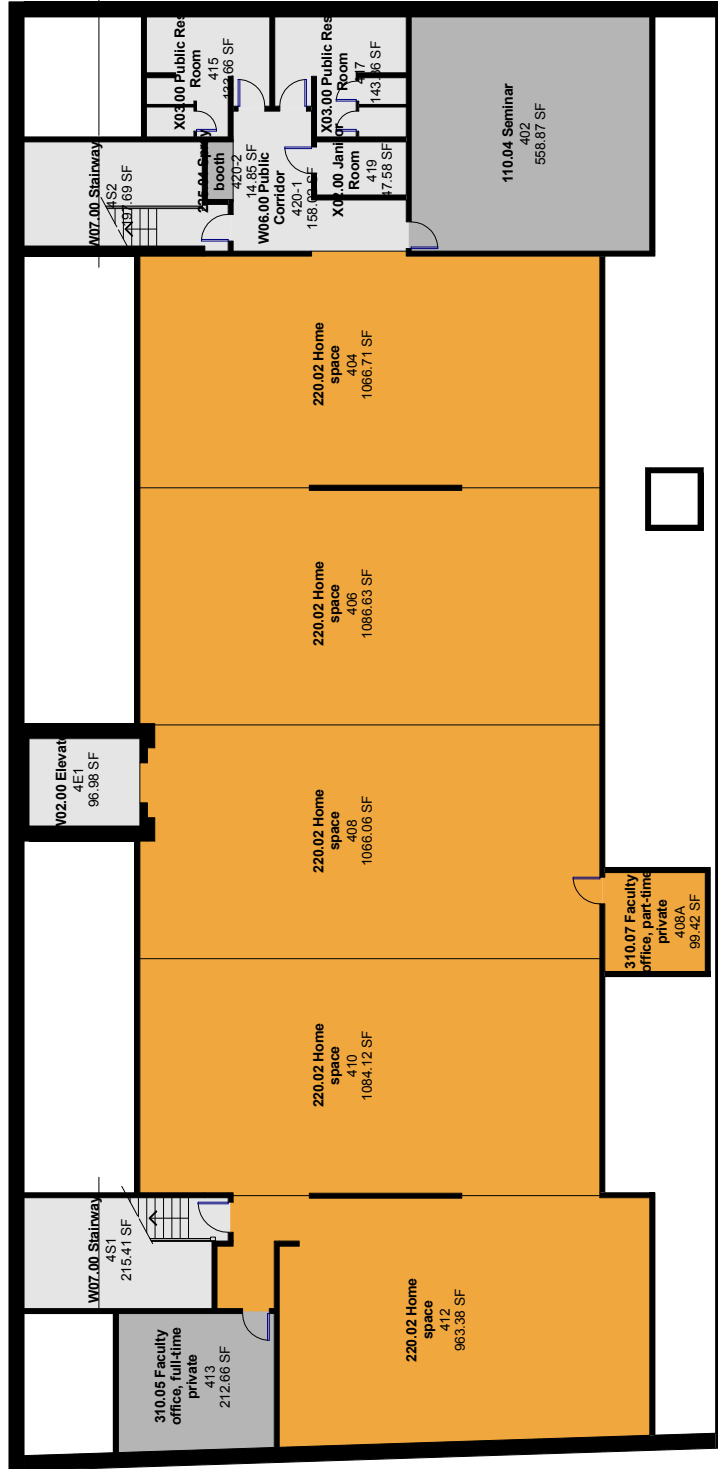
BEB BUILDING, 3RD FLOOR



- Architecture
- Landscape Architecture
- None
- Shared Architecture and Landscape Architecture

Floor Plans

BEB BUILDING, 4TH FLOOR



- Architecture
- Landscape Architecture
- None
- Shared Architecture and Landscape Architecture

Program Facilities (continued)

Room #	Size (SF)	"Max. Capacity	Type of Space	Use
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101	1,583	40	gallery/crit	E
102	168	3	office	E
103	244	7	office	E
104	119	3	office service	E
105 A&B	681	34	classrooms	S
107	182	2	office	E
109	171	2	office	E
111	163	2	office	E
113	176	1	office	E
200	4197	85	studio	E

CAD Lab

HARDWARE

- 8 local accessible PC workstations, Windows 10
- (TBD) Remote Access workstations, same software package as local machines.
- HP Pagewide XL 5100 High Capacity Plotter
- Xerox Phaser 7800 Color Laserjet
- Xerox Versalink B7030 Black & White MFD Printer
- Epson 8.5x11 flatbed scanner
- Two Epsom 10000XL Scanners
- Two Contex SD4450 44" wide format scanners

SOFTWARE

- Autodesk Education Suite - Autocad, Maya, 3DS Max, Revit
- Rhinoceros 7/Flamingo and VRay
- Adobe Creative Cloud
- Microsoft Office
- Google SketchUp
- Google Earth Pro
- ArcGIS
- Blender

Model Shop

- 10" Saw Stop table saw
- 12" Laguna sliding table saw
- (2) 17" x 5" Delta drill presses
- 20" Laguna bandsaw
- 14" Laguna bandsaw
- 20" General planer
- 20" Martin joiner
- General lathe
- Multi-diameter Max oscillating spindle sander
- (2) 12" Delta disc sanders
- 36" Volpato oscillating belt sander
- 12" Dewalt chopsaw
- Various hand power tools
- 59" x 120" Techno IseI CNC router
- (4) Makerbot 2 PLA 3D printers
- (2) 18" x 32" 60 watt Universal laser cutter
- 24" x 48" 150 watt Universal laser cutter
- Mastercam X7 software

Floor Plans

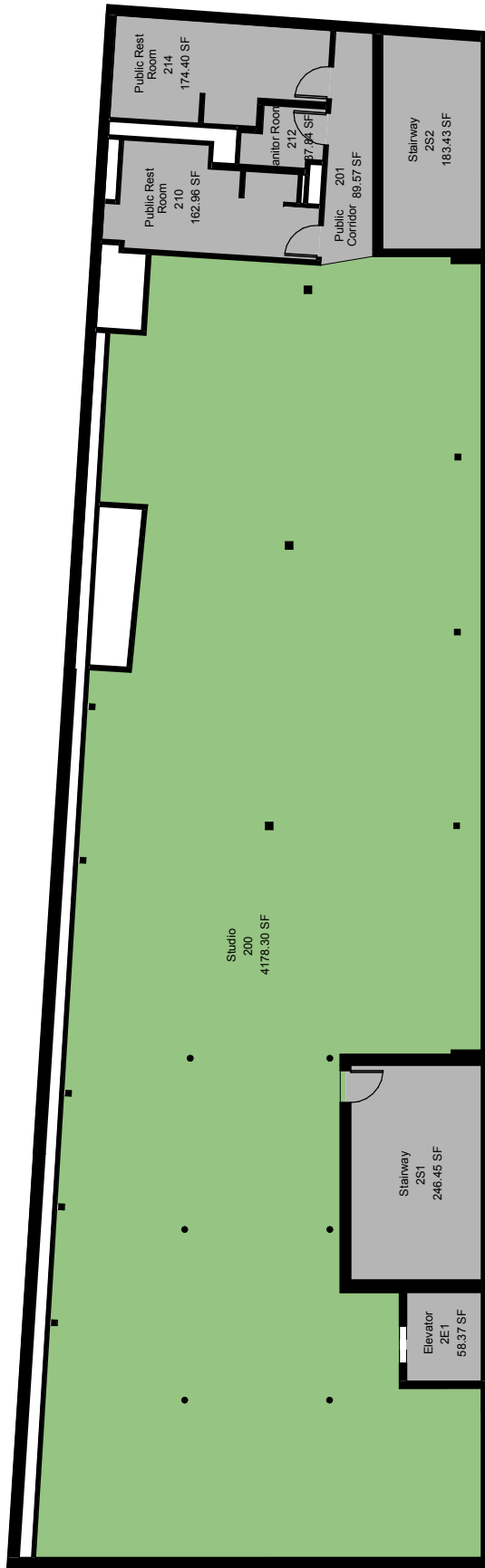
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- Landscape Architecture
- None
- Shared Architecture and Illustration
- Institutional Resources

Floor Plans

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- Landscape Architecture
- None
- Shared Architecture and Illustration
- Institutional Resources

