Name of Institution: The City College of the City University of New York
Name of Academic Unit: Bernard and Anne Spitzer School of Architecture

Interim Progress Report

Degree Title   Bachelor of Architecture – freshman admission – 160 credits
Master of Architecture – 120 undergrad credit hrs + 108 sem. Credit hrs.

Please provide contact information for the following individuals:

Program Administrator: Gordon A. Gebert, Chair of the Department of Architecture

Chief administrator for the academic unit in which the program is located : George Ranall, Dean

Chief Academic Officer of the Institution: Mauricio Trevisan, Provost and Vice President

President of the Institution: Lisa Staiano-Coico

Individual submitting the Interim Program Report: Gordon A. Gebert

Name of individual to whom questions should be directed: Gordon A. Gebert

Year of the Previous Visit: 2011 (B. Arch and M. Arch)

Current Term of Accreditation: 6 years (B.Arch) 3 years (M.Arch)

Submitted to: The National Architectural Accrediting Board
Date: November 30, 2013 (Previous: March 1, 2011)

NOTES:
1. All sections should be in Ariel 10 pt type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
2. All reports should be formatted with 1" margins for all edges.
3. Reports should be single-spaced with appropriate spacing between paragraphs.
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5. Reports must be submitted in PDF or Word.
6. Reports are limited to 3 MGs.
7. Instructions for submitting supplemental material are appended to that section of the report.

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NOTA BENE: OUR MOST RECENT PROGRAMMATIC RESPONSES AND NARRATIVE ARE ENTERED IN THIS DOCUMENT IN RED TEXT TO EASILY DISTINGUISH THEM FROM THE REMAINING MATERIAL.

We have provided materials as noted in the various sections below in a dropbox folder. It may be accessed at the following link: https://www.dropbox.com/sh/c3hap329sfv1ep9/_aqlYlF4_f

The Bernard and Anne Spitzer School's website can be accessed at http://ssa1.ccny.cuny.edu/

The City College website is at http://www.ccny.cuny.edu/

These and other links are cited in respective locations in the text below.

1. **Identity & Self Assessment**

   a. **History Mission**

2013 INTERIM REPORT:

Changes to this section are principally expanded Spitzer School faculty roles in college-wide governance and administration thus inceasing the school's contribution to the college community.

Notably, Prof. Feigenberg was elected to a three-year term as chair of the Executive Committee of the interdisciplinary program in Sustainability in the Urban Envrionment. Prof. Hillary Brown continues as the second architecture member of that executive committee and continues as the director of the SSA Sustainability Program component now enrolling 35 students in the architecture track, an increase from the 20 students reported in the most recent APR.

Professor Feigenberg has also been elected Chair of the college-wide chapter of the Professional Staff Congress, the collective bargaining unit for the university.

Prof. Marta Gutman has taken a college-wide leadership role by being elected to the five-person Executive Committee of the college Faculty Senate and Prof. Dominick Pilla was elected to the college wide Educational Policy Committee.

The City College of New York and the City University of New York
The City College of New York evolved as a dynamic reflection of the social and political conditions fermenting in New York City in the Nineteenth Century, at a time when educational opportunities were constrained by socioeconomic status, culture, religion, and race. Designed to counter these historical barriers, it became the country's first such public institution of higher education. Founded in 1847 as The College of the City of New York (CCNY), it was first located in lower Manhattan and moved to its present location, the Hamilton Heights Campus, in 1905. Architect George B. Post was chosen the winner of an open competition for the design of the new complex, a geographical move partially made possible by the active extension of the Broadway IRT subway to 137th Street. A true symbiosis was created between the College's new location and the transportation system to get there: Manhattan Schist, the rock excavated from the subway's route, was used by Post as a building material for the new Collegiate-Gothic style that characterized City College buildings.

The College pioneered in providing an excellent education for all those with the ability and motivation to meet rigorous academic requirements. It has always been a vehicle for introducing the children of the working class, including many minority populations, into the educated ranks of American Society. In the 1930s it was world renowned for its immigrant European students. And from that same period its graduate population was awarded 7 Nobel Prizes, the largest number of awards achieved by a single institution in the nation, a distinction it retained for decades until achieving second place status, which it holds today.

Over time, a number of public colleges emerged and in response, the Board of Higher Education and later The City University of New York was founded as an umbrella mechanism for coordinating development efforts and providing the overall administration of such diverse institutions as Brooklyn College, Hunter College, The Graduate Center, a number of community colleges, and of course, the University "flagship", City College. The Chancery and Board of Trustees continue with authority from the State of New York and the City of New York to provide city-wide administrative responsibility for the public colleges, taking an active role in all academic decisions and maintaining close control of all public state and city funding to the colleges.

Following a long tradition, the University and particularly City College is educating a broad but special segment of the population. Our students continue to come from diverse cultures. In addition to the traditional origins of immigration such as eastern Europe, students now come from the culturally diverse populations of Latin America and the Caribbean, Africa, the Middle East and Asia: specifically those of Puerto Rico, the Dominican Republic, Haiti, Peru, Egypt, Israel, Nigeria, China, Japan, South Korea, Vietnam, and additional contributions from over 50 other countries. Almost three/fourths of the student population were born outside the United States with a language other than English as their first language. More than 80 percent are of the first generation of their families to attend college.

The Bernard and Anne Spitzer School of Architecture
(Formerly the School of Architecture, Urban Design, and Landscape Architecture)

After its founding in the School of Engineering in 1961, first as a small intra-departmental program and later as a department, the Architecture Program became an independent school in 1968. In 1969, with the addition of programs in Urban Landscape and Urban Design as allied career alternatives, and a completely new curriculum, the School was transformed into the School of Architecture and Environmental Studies, and later was re-named the School of Architecture, Urban Design and Landscape Architecture to more clearly reflect the professional identity of its academic programs.

Bernard P. Spring, founding dean, led the School from 1968 to 1980. Maria Rosaria Piomelli was dean from 1980 to 1983; Donald Mintz, acting dean, from 1983 to 1985; J. Max Bond, Jr., dean from 1985-1991, and Gordon A. Gebert, acting dean from 1991 - 1995.

In the spring of 1995, during a major University-wide budget-crisis and reorganization, the School lost its independent status, the dean's position assigned to it was withdrawn, and the School became a unit in the College of Professional Studies. Professional Studies, with its own dean assigned, included several departments formerly part of the Art and Performing Arts School, and the School of Education as well as the School of Architecture and Environmental Studies. From 1995 through 1999, the School had an ambiguous status as a division of the College of Professional Studies under deans David Bushler and Sam Frank.

During that interim period, although represented at the College level by the Dean of Professional Studies, all internal leadership and administrative efforts were provided by the elected chairpersons - Donald Ryder from 1995 through 1998, followed in 1999 by Lance Jay Brown who was appointed as director for a period.

However, since the University-wide Board of Trustees refused to ratify the Colleges' recommendations for its own reorganization, the College reaffirmed the Architecture Program's status as an independent school and initiated a search for a new dean of the school which resulted in the appointment in 1999 of George Ranalli as the dean of the School of Architecture and Environmental Studies. One of Dean Ranalli's first acts was to recommend the School' name be changed to the "School of Architecture, Urban Design and Landscape Architecture" which was approved by faculty and the trustees in late 1999.

During this period, the University further affirmed its long-term commitment to the school and its programs by allocating funds to study the feasibility and available alternatives for expanded and improved space. This resulted in a major state and university commitment of substantial funds which lead in the fall of 2009, to the school moving from its outdated and outgrown spaces in Shepard Hall to all new quarters in a completely renovated 135,000 s.f. stand-alone building dedicated to its programs including offices, class rooms, studios, library and supporting spaces.

Following the commitment of a generous gift, the school's name was changed by faculty approval and board of trustee action to The Anne and Bernard Spitzer School of Architecture in the Spring of 2009.

The School currently offers: 1] the Bachelor of Architecture, the first professional degree, after the completion of ten semesters; 2] the Bachelor of Science in Architecture, an option after the successful

completion of the first eight-semesters of the B.Arch curriculum; 3] the Master of Architecture 1, the first professional degree, after the completion of the six-semester program; 4] the Master of Architecture 2, a non-accredited second professional degree program, after the completion of the three-semester program, 5] the Master of Landscape Architecture I, the first professional degree, after the completion of the sixsemester program; 7] the Master of Landscape Architecture II, the second professional degree, after the completion of the two-semester program, and, 8] the Master of Urban Planning, after the completion of the first professional degree in Architecture or Landscape Architecture, and two additional semesters of Urban Design concentration. The City College Architectural Center, the outreach and research arm of the school, is currently in transition with a joint initiative underway by the university, college and school to reaffirm and re-focus its mission, and provide new permanent leadership and staffing.

From their beginnings, the Urban Design and Landscape Architecture Programs have been led by prominent leaders. Jonathan Barnett, who initially, directed the graduate Urban Design Program was succeeded by the prominent urban designer and author, Michael Sorkin. The renowned landscape architect M. Paul Friedberg, who established the undergraduate Landscape Architecture Program, was succeeded as director by the gifted landscape architect Lee Weintraub followed by the accomplished landscape architect and educator, Achva Benzinberg Stein who became the first director of the School's two newly established graduate Landscape Architecture Programs. Denise Hoffman-Brandt, an emerging scholar and practitioner, is currently the director of the Landscape Architecture program. The Master of Science in Sustainability in the Urban Environment, a joint program of architecture, engineering and science, and which first admitted students in the fall of 2010, is directed in the Spitzer School of Architecture by Hillary Brown who has broad experience in sustainability policy and design issues. A search for the director of the former City College Architectural Center is underway.

Mission of the City College of New York

Mission
The City College of New York (CCNY), the first college of The City University of New York (CUNY), is a comprehensive teaching, research, and service institution dedicated to accessibility and excellence in undergraduate and graduate education. Requiring demonstrated potential for admission and a high level of accomplishment for graduation, the College provides a diverse student body with opportunities to achieve academically, creatively, and professionally in the liberal arts and sciences and in professional fields such as engineering, education, architecture, and biomedical education. The College is committed to fostering student-centered education and advancing knowledge through scholarly research. As a public university with public purposes, it also seeks to contribute to the cultural, social, and economic life of New York.

Vision
"Open the doors to all. Let the children of the rich and the poor take their seats together and know of no distinction save that of industry, good conduct, and intellect." Townsend Harris, Founder, 1847
Since its founding, The City College of New York has provided a world-class higher education to an increasingly diverse student body--serving as one of the single most important avenues to upward mobility in the nation. Access to excellence remains the vision of the College today.
The College strives for excellence in its wide-ranging undergraduate and master programs (including programs in the only public schools of engineering, architecture, and biomedical education in the city) and in its 13 on-site CUNY doctoral programs – all of which are designed to prepare students for successful careers as well as for continuing graduate and post-graduate education. The College's commitment to excellence is further exemplified by its emphasis on scholarly research and the integration of this research with teaching at both undergraduate and graduate levels.
City College's commitment to access is two-fold. It strives to offer an affordable education and to recruit and support a diverse student population, reflective of both New York City and the global society in which we live. This commitment to access stems not only from a belief that every student prepared for a rigorous college education deserves access to and support for it, but also that excellence itself requires the broad inclusion of, in the words of Townsend Harris, "the children of the whole people."

Finally, the College will strive always to use its most valuable resources – a talented and dedicated faculty and staff and an inclusive and ambitious student body – to take a leadership role in the immediate community and across the nation.

Goals:

1. *The College will graduate students who, in addition to demonstrating knowledge and skills in their chosen majors, are able to*:
- Demonstrate critical thinking and levels of oral and written communication that will serve them well during their university years and in their postgraduate, professional, and personal lives
- Demonstrate the skills necessary for quantitative reasoning and analysis, evaluation, and synthesis that will enable them to integrate new information and become life-long learners
- Demonstrate an appreciation of arts, humanities, sciences, and social sciences, regardless of their fields of concentration, and an awareness of va.lues, cultures, languages, religions, and histories other than their own
- Demonstrate the creativity, flexibility, and problem-solving ability needed to succeed in the everchanging work and educational environments of the twenty first century

2. *The College will achieve recognition for itself and for CUNY as it seeks to enhance the reputation and visibility of its programs by*:
- Showcasing the achievements of its students, faculty, and staff
- Enhancing its flagship and premier programs
- Attracting faculty recognized for major contributions to their fields
- Increasing external funding for research and scholarship
- Developing new programs, especially innovative interdisciplinary graduate programs

3. The College will continue to fulfill its responsibilities as a public college to address cultural, social, and economic needs by:
- Encouraging community service, study abroad, and other public-service programs
- Providing special expertise and human resources for greater New York City health care, education, engineering, architecture, sciences, social services, and arts
- Offering ongoing community support, service, and training through its Centers, Institutes, leadership programs, and offices of Student Life and Adult and Continuing Education
- Hosting a broad annual array of celebrations, performances, lectures, symposia, and other events designed to celebrate culture and stimulate thinking and reflection

This mission was originally endorsed by City College endorsed by President Gregory Williams in Spring, 2003 as part of a new Strategic Plan. This mission was recently updated and endorsed by the College Review Committee (the college's executive committee, consisting of the Deans, and vice presidents, and chaired by the provost)

A new and significant initiative at the University level is a vitally important factor in the College's and the Spitzer School's future. The Chancellor has declared the 2010 to 2020 period as the "decade of science" for the University causing a major strategic move of attention, resources and emphases at all levels to be focused on science and technology. A major part of this strategic initiative, according to several major policy addresses and other public statements from the chancellery, is to declare City College as a flagship institution for the initiative, based on the presence on campus, and the general excellence of, the University's Engineering School, the college's pre-eminent Science Division, the Sophie Davis Bio-Medical School, and the Spitzer School of Architecture. An early step in this plan was taken when the Dean's efforts to obtain new space resulted in a major capital commitment to a new school of architecture building.

Bernard and Anne Spitzer's generous support of the School was consistent with and supportive of this university-wide initiative on campus which has been further manifested with a commitment of extensive capital funding for two new college science buildings, and an extensive new University advanced science

research center building which is intended as a center for a national advanced research to house and serve as a center for science programs throughout the entire region including the premier health science institutions based in New York. These commitments are being realized with the current construction of two of the buildings and a third which is in the design development stage all located in a cluster with the Spitzer School as a gateway on the south campus of the college, which is expected to become a premier center with international prominence.

Mission of the Bernard and Anne Spitzer School of Architecture

The following mission statement was ratified by the School's faculty and endorsed by its Dean on April 7, 2005.

> *The City College School of Architecture, Urban Design and Landscape Architecture is deeply committed to providing the finest education in the art, theory and technology of architecture, urban design and landscape architecture to a broad and diverse student population. It is concerned with the quality of life of the larger community in our complex urban environment, and is thus committed to partnerships with institutions and agencies in the University, the City of New York and beyond. Our goal is to educate students who will create sustainable, equitable, and beautiful solutions for the global community of the 21st Century, working in the spirit of CCNY's Ephebic Oath: "To transmit the city, not only not less, but greater, better and more beautiful than it was transmitted to us."*

Accredited Architecture Programs

The Bachelor of Architecture and Master of Architecture entities in the school each carry the university status of "programs" as do most degree-granting entities.

The Bachelor of Architecture Program was the kernel around which the school grew from its founding. Currently enrolling the largest number of students in the school – approximately 260 - it is in many ways the core of the architecture programs – three in all. The Bachelor of Architecture program is overseen by the chair and deputy chair of the department of architecture.

While the Master of Architecture 1 program is a separate entity with an emerging identity and director of its own, it is nevertheless an integral part of the School and shares many resources and facilities with the Bachelor of Architecture program as well as with the landscape architecture, urban design, CCAC community outreach, Sustainability program, and other components of the school.

Contributions to the Institution

The programs and the School contribute greatly to the college and the university. Although the Spritzer School is located on the City College campus, it is, in fact, the professional school of architecture for the entire CUNY system and only one of two professional degree-granting architecture programs in the State of New York public higher education system.

The School is a continual contributor to the life of the college and its environs. Through formalized programs and events, as well as thorough numerous informal contacts, the college, indeed the entire university, community is enriched by the School's presence. Among other public events, the school's Lewis Mumford Lecture on Urbanism draws visitors from across the campus and the city and the regular lecture series offers a consistent program of sixteen to eighteen public lectures each year which attracts a college- and university-wide audience. See section 1.2.1 for more information.

In addition, the library book and image collections, public gallery exhibits, and other public events are widely publicized and attended by the college, university and local communities. The school's new quarters, including a fully-equipped auditorium and a roof terrace overlooking the Manhattan skyline, are in great demand for many college events and the school honors many requests that do not interfere with

studio and classroom activities. These play an intangible, but not inconsiderable positive role in integrating the school with the college.

Students in the programs actively contribute to the academic, creative, and pragmatic life of the School. For the last two years, graduate architecture students have functioned as teaching assistants for undergraduate design studios and history courses, and have taken leadership roles in monitoring new digital equipment, and assisted in preparations for past NAAB visits. These interactions have all been successful. In fact, the demand for graduate student assistants outstrips the available supply.

Architecture faculty have taught courses in the highly successful college general education program, "Freshman Inquiry and Writing Seminar", which focuses research and writing on a single topical area. Teamed with a faculty member specializing in writing instruction these architects have lead semester-long courses on architecture and the city, architecture and open spaces, and in the fall of 2011, environmental justice.

Because faculty and space resources have been somewhat at a premium most courses offered in the School are limited to students admitted to its programs. However, AES 21200, The Architecture of New York City, selected drawing courses and occasionally, when space is available, early architectural history courses are open to students from outside the school. This mixing of architecture and non-architecture students in the School's courses is felt to enrich both groups.

School faculty have long been active in College governance: two senior faculty are on the faculty senate and another is an elected representative to the College of Liberal Arts and Sciences, and yet another is a representative to the faculty collective bargaining unit. Faculty have also been active at the university level, carrying-out committee assignments, sitting on college-wide search committees, consulting and other professional activities.

The Dean of the School serves with peers from the other college divisions on the College-wide Review Committee which meets bi-weekly to assist the Provost and President in college-wide policy formulation, approve personnel actions, and in general consider and guide operations of the institution.
A sampling of Faculty who have recently or are currently serving on college-wide committees includes:
The college personnel and budget committee (Review Committee) - Dean Ranalli
President's Academic Strategic Initiatives Working Group (Profs. Williamson, Gutman & Dean Ranalli)
The Provost Search Committee – Prof. Gebert
President's Student Services Committee – (Prof. Gebert, co-chair)
The Faculty Senate – (Profs. Chang and Guttman)
The "Tech Fee" committee – policy-making and resource-allocation committee for IT equipment and operations – (Prof. Chang)
The Summer 'Task Force' – (Prof. Gebert)
The Faculty Council of the College of Liberal Arts and Sciences - elected (Prof. Gutman)

Contributions from the Institution

The Bachelor and Master Programs, and the school as a whole, benefit from their institutional environment. As the oldest publicly supported urban college in America, City College provides broad traditional academic programs in humanities, a vast and highly-regarded science division, and the Grove School of Engineering, in close proximity on a tight campus of both historic and modern buildings. Within a few hundred feet of the school students can pursue required and elective courses in the visual arts, social sciences, humanities, science and engineering, languages, music, theatre and dance, and mathematics. Augmenting this advanced work, the students have the opportunity to take electives, selecting from a broad range available within the school, in the college, and across the CUNY system.

The Master and Bachelor programs also give students an opportunity to develop a specific area of study through their selection of electives. A broad range of electives are available to these students within the

school and across the CUNY system. Most importantly, they are able to take electives, including many that count towards professional electives, at CUNY's Graduate Center – the PhD granting center within CUNY. The Graduate Center is home to internationally recognized departments and noted academics in art and architecture history, urbanism and anthropology, transportation studies, and other related fields. The center is also an important source for the school of graduate assistants without which the school would have great difficulty staffing the recitation sections of the history theory courses

Holistic Development of Young Professionals

The greatest strength of the program is its students closely followed by the great advantage of being located in the context of New York City with its extensive inventory of architecture, great institutions, a broad and supportive community of professionals and numerous, frequent visitors to the School from around the world.

The Bernard and Anne Spitzer School of Architecture at The City College of the City University of New York, with a student population of approximately 400 students, and over 70 faculty across four programs, provides each student with an environment in which learning and growth can flourish in a larger academic setting and in a major "urban laboratory".
The students' commitment to the pursuit of excellence, their continuing efforts to work hard, often while supporting themselves and fulfilling employment needs, their cultural, ethnic, age and gender diversity, all contribute to a marvelous dynamic which energizes the staff, the administration and faculty. Additionally, the program's fortunate access to the great professional community in the New York region, including those who visit the region and share their time, knowledge, insight and experiences with the School community is an incomparable advantage. It allows the faculty to plan direct input from the professionals, allied professionals and surrogate clients, all of whom enrich the students' learning experience. The students' access to the city and its agencies, institutions and of course its architecture and the professional community is unparalleled. Many of the great buildings, complexes and interiors are available as teaching tools and many have direct involvement of faculty and/or alumni, which increases their usefulness as teaching tools.

The school is at its core a democratic institution, concerned with both individual freedom and social responsibility. It is intended to not just provide, but also to be an instrument of learning for our students; an education for a culture of collaboration, for sustainability and ecological literacy.

The school community stands poised to move in new and interesting directions as we move through the 21st Century. Students and faculty from the several disciplines will continue to mix together to produce an invigorated and re-imagined set of visions for architecture of today and the future. Topics such as our civic landscape, environmental factors, construction technology, theories of public and familiar interaction, and a new aesthetic sensibility in the evolution of the architectural presence of buildings will mark just some of the topics pursued at the City College Spitzer School of Architecture. It is an exciting time for our School, for New York City and for the art of architecture as we begin to reevaluate and reinvent the built environment for the next generation.

Students in the studios currently pursue projects that are civic, institutional, residential, and commercial allowing them an in-depth experience of these project types and the users who would inhabit them, as they are projected into the urban landscape of New York City. Faculty and students together pursue diverse social, political, and philosophical agendas as the projects emerge in the studio promoting intense discussion and debate. It is the school's intention to foster the widest range of possibilities for each student to enter into an architectural discourse which includes well-educated students, a distinguished and accomplished faculty, successful alumni, an institutional environment of great depth, and a vibrant and diverse professional community.

    b. Responses to the Five Perspectives

2013 INTERIM REPORT:

The interdisciplinary program in Sustainability in the Urban Environment continues to grow with 35 students enrolled in the architecture track (an increase from the 20 students reported in the most recent APR) and approximately the same amount in the science and engineering tracks. With the adoption of by-laws and full ratification by the College Faculty Senate and the constituent division faculties, the program is now on a stable footing leaving only long-term funding commitments to be determined.   This is not expected to pose serious challenges as masters programs of this type can be funded in the college directly by tuition surcharges, which, with some adjustments, is deemed adequate. Negotiations between the constituent schools, the college provost and the program executive committee are underway and are expected to be satisfactorily concluded by early spring of 2014. In the meantime the program thrives, enrollment grows, and recruitment efforts are resulting in an ever-improving and expanding pool of applicants. Architecture faculty teach in this program, and most courses are available to the architecture program students as electives. Graduation rates are high and graduates of the program are taking responsible and high-visibility positions in industry and government. The program's website can be accessed at: http://www.ccny.cuny.edu/sustainability/

I.1.3.A Architectural Education and the Academic Context

The Bachelor of Architecture and Master of Architecture professional degree programs in the school both benefit from, and contribute to, the school at large. The school is, in turn, an actively engaged partner with the College, and the larger City University system, of which they are a vital part.

Standards for Faculty and Students
The programs' sense of academic and professional standards comes first and foremost from their position within the school. The School has a long tradition of nurturing the academic and professional growth of its faculty, and of attracting and supporting accomplished practitioners and scholars. Besides the nurturing of high faculty standards, the school, College and University maintain policies which assure both stability and great academic freedom not only through tenure, but through the traditional liberal policies and self-governance of the City College community. These policies are set out in such documents as the CCNY "Policies and Guidelines for Reappointment, Tenure, and Promotion" of 2005; the long standing "Statement of the Board of Higher Education on Academic Personnel Practice in the City University of New York" of 1975; and the CCNY "Revised Governance Plan" of 1999. These documents not only set out the expectations for and responsibilities of the faculty, they also document the structure of support and review that extends to every school and program.

For students, academic standards are presented, generally, at the beginning of their programs of study, and, more specifically, in the context of individual courses. Questions of academic integrity are explained for students in the "CUNY Policy on Academic Integrity" of June 2004 and to faculty in CCNY's "Academic Standards Handbook" of 2006. Copies of these documents are available on the web sites of the school and the College.

Interaction with Other Programs
The Master of Architecture and Bachelor of Architecture programs interact with other programs in the Spitzer School – the three masters programs and the architectural center. Architecture, Urban Design and Landscape Architecture students have had, in the last two years, opportunities to share design studios and seminars. In the Spring 2011 semester, two Master Program studios are working collaboratively with similar level studios in Landscape Architecture. At the faculty level, there is regular exchange of ideas between faculty at public reviews, lectures, and other school events in addition to the monthly school faculty meetings. All the school's programs are represented on the Curriculum Committee which provides a monthly forum in which curricular matters are discussed and course-related policy and procedures are formulated for faculty approval and action.

The programs and the school have frequent interaction with other programs in the institution. Ongoing contacts with such groups as the Urban Transportation Institute, Institute for Research on the African Diaspora in the Americas and Caribbean (IRADAC), the Salvadori Center, the Grove School of Engineering and other divisions and schools of the college immeasurably enrich the School's faculty and students. The new joint Master Program in Sustainability brings architecture faculty together with engineering, science and social science faculty. In addition, the various formal and informal relationships the school enjoys with the College and University administration and a number of campuses within the university system provide further mutual enhancement and enrichment.

Contributions to the Institution

2013 INTERIM REPORT:

As described above in Section 1, school and faculty continue to contribute to the college and university community in significant and expanded ways.

The Mumford Lecture series contribution to college life continued in 2012 with a highly visible, well-attended, and immensely moving lecture by Marshall Berman, a noted progressive political scientist and university distinguished professor. Prof. Berman, now deceased, taught regularly in the Spitzer School of Architecture.

The Sciame lecture series which brings to the school five to seven outstanding lecturers each semester continues. An archive of webcasts can be accessed at: http://www.totalwebcasting.com/view/?id=ccnyssa

Planning is currently underway to bring a major exhibit of work by Antonio Gaudi from the archives in Barcelona. This major show, the only official exhibit of Gaudi's work to appear outside of Barcelona, is slated to appear in the Spitzer School gallery from fall of 2013 through the spring of 2014. It will include a large number of drawings, original models, and other artifacts principally related to the Sagrada Familia which is nearing completion. We expect this show to be a major contribution to the life of the college and the city as it will attract a large number of visitors further elevating the stature of the school in the public and the professional perception.

The programs and the school contribute greatly to CCNY and CUNY as described above in detail in e section I.1.1 Although the School of Architecture is located on the City College campus, it is, in fact, the professional school of architecture for the entire CUNY system and only one of two professional degree granting architecture programs in the State of New York public higher education system. The "Decade of Science" of which the City College is the flagship campus, places the Spitzer School in the spotlight with the Sophie Davis Medical program, the Grove School of Engineering and the college science division, described above under "mission".

The school is a continual contributor to the life of the college and its environs. Through formalized programs and events, (such as the Sciame Lecture Series, the Mumford Lecture, and public exhibits) as well as thorough numerous informal contacts, the college, indeed the entire university community is enriched by the school's presence.

Among other public events, the school's Lewis Mumford Lecture on Urbanism, as described in section I.2.1 draws visitors to the school from across the campus to attend lectures by highly-respected speakers such as Jane Jacobs (2004), Enrique Penalosa (2006) and in 2007, Nobel Prize winning economist Dr. Amartya Sen.

The Sciame lecture series, which is described in section I.2.1, is sponsored with a generous gift from Frank Sciame, an active alumnus. Running continuously since 2002, the series attracts many visitors from the campus, the university and from around the city to eight or nine public lectures each semester.

Starting in fall 2009 the lectures were presented in the school's new auditorium seating 180 persons and starting in Fall 2010, the lectures were web cast in real time so persons unable to travel to the school could log in and participate from any place in the world there was a net connection. Lectures are also archived and available from the school's web page. The University plans to distribute these as podcasts in the near future. A list of lecturers appears in the "human resources" section (1.2) of this report.

The school's new gallery also contributes to the life of the campus by presenting several formal gallery shows each semester including an end-of year show of student work from all studios and selected nonstudio courses. Started in the spring of 2010, this yearly event promises to continue to attract many faculty, students and administrators from around the college as well as visitors from the community and the profession. More information is available in the "human resources" section of this report.

School faculty have long been active in College governance: three senior faculty are on the faculty senate and another is an elected representative to the College of Liberal Arts and Sciences. Faculty have also been active at the university level, carrying-out committee assignments, consulting and other professional projects. (See also section I.1.1 – "Contributions to the Institution")

The Dean of the school serves with peers from the other college divisions on the College-wide Review Committee which meets semi-weekly to assist the Provost and President in college-wide policy formulation, personnel actions, and in general operations of the institution.

Students in the Master Program actively contribute to the academic, creative, and pragmatic life of the school by functioning as teaching assistants for undergraduate design studios and history/theory courses, and have taken leadership roles in monitoring new digital equipment, and assisted in such special tasks as preparing for NAAB visits and assisting in setting-up gallery shows. These interactions have all been successful and mutually beneficial. As of the fall of 2010 in fact, the demand for graduate student assistants continues to outstrip the available supply.

Contributions from the Institution

Students have ample opportunity to broaden and deepen their experience on campus by enrolling in elective courses. As the oldest publicly supported urban college in America (founded 1847), City College provides a broad traditional academic program of humanities, science and social science in proximity on a spatially coherent campus of both historic and modern buildings. Within a few hundred feet of the School students can pursue required and elective courses in the visual arts, social sciences, humanities, science and engineering, languages, music, theatre and dance, and mathematics. Augmenting this advanced work, the students have the opportunity to take electives, selecting from a broad range available within the school and across the CUNY system.

The programs also give students ample opportunity to develop a specific area of study through their selection of electives. A broad range of electives are available to these students within the school and across the CUNY system. Most importantly, they are able to take electives, including many that count towards professional electives, at CUNY's Graduate Center – the PhD granting institution within CUNY. The Graduate Center is home to internationally recognized departments and noted academics in art and architecture history, urbanism and anthropology, transportation studies, and other related fields.

The relationship between M. Arch Students and faculty is mutually beneficial. Students work as both research and teaching assistants for many faculty members, which in turn allows for direct engagement and exchange with the larger academic goals of the institution. Additionally, in the academic year 2010-2011 we piloted an initiative which placed two recent graduates of the M. Arch Program as teaching adjuncts alongside of our full-time faculty in Architecture Studios 1.1 and 1.2. This has been an enormously successful program which benefits both the recent graduates, giving them exposure to teaching at an early stage of their professional careers, and the school, which draws on the talent and recent experience of these individuals in the classroom.

I.1.3.B ARCHITECTURAL EDUCATION AND THE STUDENTS

The Bernard and Anne Spitzer School of Architecture is unique in its student demographics and therefore provides each individual student with an intense experience of broad exposure to many cultures, nationalities and age groups. Ethnically, our students over the past several years have come from over fifty countries and nations including: Canada, Mexico, Guatemala, Honduras, Costa Rica, El Salvador, Nicaragua, Panama, Colombia, Ecuador, Peru, Chile, Brazil, Guyana, Cuba, Puerto Rico, Jamaica, Haiti, Dominican Republic, Barbados, Trinidad-Tobago, Spain, Ireland, Germany, Greece, Sicily, Poland, Yugoslavia, Albania, Serbia, Russia, Ukraine, Ethiopia, Eluethera, Nigeria, Ghana, South Africa, Turkey, Lebanon, Israel, Palestine, Egypt, Iran, Iraq, Yemen, Somalia, China, Taiwan, India, Vietnam, Cambodia, Indonesia, Philippines, Malaysia, Japan, and Korea.

A large number of our Bachelor Program's students are the first ones in their families to be able to attend college. A City College education affords many, particularly in the Bachelor program, the only opportunity they might have to reach their professional aspirations.

Student friendships and understandings with mutual respect are a strong component of first accepting and later relishing the immense diversity among their colleagues. Their common experiences and strivings are demonstrated in the mutually supportive environment that the students create year after year for one another.

The currently active student organizations in the school provide students with the opportunity to serve and be served as they learn. The American Institute of Architecture Students (AIAS) and the American Society of Landscape Architecture Students (ASLAS), reflect the broad interests of the student body. The AIAS and the ASLA have, in the past, periodically published newsletters that inform students of events and exhibitions around the city take up local issues in the school and carry articles from faculty, alumni and students.

These and other less formal student groups in the B. Arch and M. Arch. programs meet together and organize a variety of activities such as a film series, periodic displays and exhibits in the gallery space, walking tours of special areas of interest in New York, and various social activities – all of which are detailed in section 1.2.

Student involvement in policy is a long tradition at City College. College governance requires that the faculty of each division vote on the level of student participation in program personnel and budget matters. School faculty have currently voted for Plan "B" giving five students voice on the three major school policy-making committees: Executive, Personnel and Budget, and Course and Standing. Under this plan, students have voice but are unable to vote on these committees. Student interest has been low over the past few years – possibly a result of the excitement engendered by the preparations for a move and the move itself, to a new facility. However, the AIAS chapter has become very active in the past year so this year's voting promises to yield enough interest to renew serious participatory activity – perhaps to the high levels experienced in the past. School efforts in this regard as well as additional information is contained in section 1.2.

Master Program and upper-level Bachelor of Architecture students have the opportunity to become directly involved in teaching as a number are selected to work as Teaching Assistants for undergraduate courses. In this capacity they assist faculty members in studio courses. Others have the opportunity of working in various capacities in the school such as production designers for our annual journal of student work City Works, as monitors in our wood shop and digital labs and as research assistants for a range of faculty.

Twenty three (23) elective credits are required for the B.S. degree, seventeen (17) credits for the B. Arch. degree, and nine (9) credits for the M. Arch 1 degree. Students are able to choose from a variety of offerings, some continuous offerings and others offered for a limited time. Courses include: advanced

digital media and computing topics, advanced history and theory courses, architectural pedagogy, advanced computer and mixed-media rendering and special topics in such diverse areas as Latin American Architecture, Islamic Architecture, alternative energy design, sustainability design and Independent Study. Independent Study is undertaken by students desiring to explore issues or ideas not offered by the curriculum, by participation in design competitions or through educational experiences on one of many study abroad programs. Several faculty agree to mentor students in their independent research and make a final assessment. Upper level undergraduate students may also earn limited credit through an internship program while working in a professional office. A number of students earn academic elective credit for studying abroad in the Barcelona Program. Students have also participated in programs in France and Germany.

The City College student enjoys a 'university' community even within the College, as many professional programs and much post-graduate work are located on campus, and more recently, PhD programs. The Graduate Center of the City University (CUNY) on 5th Avenue offers other masters-level and other postgraduate work leading to the Ph.D. as an extension of the City College experience. Once on the campus, the range of opportunity is visible and accessible (16,000 students, 1,000 faculty, and myriad departments, schools, programs all within 12 urban blocks).

I.1.3.C ARCHITECTURAL EDUCATION AND THE REGULATORY ENVIRONMENT

2013 INTERIM REPORT:

Prof. Alicea, our IDP coordinator now brings a thorough review of IDP information and a presentation of broader professional perspectives to the B.Arch freshmen and to the 1st year M.Arch allowing students to begin the IDP process from the time they enter the school and avail themselves of the many opportunities available for gaining IDP throughout their time time in professional school.

In part, to address less than ideal performance of Spitzer School students on the New York State structural ARE, the entire structures sequence and an evaluation of outcomes are under intense review by the structures faculty and the Curriculum Committee. Tutoring and other supplemental learning experiences are being incrementally implemented and will likely become part of the new structures curriculum. It is expected that the faculty will consider and approve these changes in the late fall of 2013 or early winter 2014 for full implementation in Fall of 2014. A similar review and re-design of the building technology curriculum is expected to result in Curriculum Committee and faculty action in the fall or spring of the coming year (2013-2014). It should be noted that both sets of changes contemplate changes of content sequence of presentation within the existing curricular framework of credits, hours, and position within the student curriculum sequence. Therefore no change of elective/required course credit distribution, nor change to the SPC matrix are anticipated. Draft curricular proposals the these changes may be accessed in the SSA NAAB download folder which may be accessed at: https://www.dropbox.com/sh/c3hap329sfv1ep9/_aqlYlF4_f

The fact that nearly all architecture faculty, including the distinguished visitors, are registered, and that most are active practitioners attests to the high value which is placed on registration at the school. The distinguished visitors – four each year – are chosen to teach in the programs' studios not just on the basis of the distinction of their professional work but also on the high degree of success with which they have effectively integrated teaching with the practice of architecture.

Information on professional registration is thoroughly reviewed in the third year M.Arch and the fifth year B.Arch program professional management courses, where professional practice, registration and the emerging trends of being a responsible professional in a world of rapid physical, political, and social change are presented and discussed in the national, state, and local contexts. The history and roles of each are addressed, as are the growing importance of the Intern Development Program; the role of the IDP during the students' intern period, its role in improving the profession's standards as well as reviewing its advantages.

In Fall of 2010, the newly appointed School IDP coordinator addressed the entire first year B.Arch and M.Arch classes to introduce the Internship Development Process and apprise them of the new opportunities for IDP credit while enrolled in a professional degree program At this meeting, introductory material regarding both the IDP and the ARE as well as relevant website references were distributed to the students. Other activities and information events are planned throughout the year by the IDP coordinator, who is available by phone, e-mail and for face-to-face meetings to actively assist students and post-graduates individually with IDP and ARE issues.

Though not heavily enrolled at this time due to greatly reduced employment opportunities, the school continues to offer a "Co-op Internship" elective, taught by the school's IDP coordinator, in which students working in a qualifying architectural or landscape architecture office may enroll to gain academic credit for experience-learning activities. The course, which meets each week, requires students to carry-out various assignments related to describing and analyzing their work experiences. The newly instituted IDP opportunities for students have been integrated into the course and should stimulate considerable interest for the course when employment opportunities begin to improve.

The performance of the B Arch Programs' students on the architectural registration examinations is of genuine concern in the school and at the college level. A strategic goal of the college is "to raise graduates' performance on examinations and certifications". The school has committed to a target of monitoring closely the performance of our students on the ARE and putting into place activities which will assist graduates to perform at an optimal level. This includes an ARE workshop for graduating students running for the first time this spring in both the B. Arch and M. Arch Programs which focuses solely on the content of the 7 ARE exams. The intention of the work shop is to give students confidence in taking the ARE now that they have the opportunity to begin testing in tandem with their IDP training.

I.1.3. D ARCHITECTURAL EDUCATION AND THE PROFESSION

The School has the good fortune of being located in one of the world's richest architectural 'laboratories' where major worldwide known firms and architects practice, where major planning and urban design initiatives are developed and where there is constant architectural design investigation and innovation. By their third year in the Bachelor program, especially when economic conditions are better, a number of B. Arch students work part time in the architectural offices and agencies of New York. In the Master of Arch. program, - owing to the relatively short period the students are in school and the corresponding increase in course work-load - few students are able to work more than a limited number of hours during the semester. While this is a financial hardship for some, the students have been successful in gaining internships during the summer. While extensive employment in professional offices during the school year is not common at this time, especially among Masters students, many other opportunities for exposure and involvement with the profession are available to our students M Arch. students are allowed a total of 6 elective credits which they can use on either TA-ships, Independent Studies or Internships in professional offices. This allows students to work part-time in an office while they are in school and still contribute to their credit requirements.

In addition to the school lecture series which brings eight or nine outstanding speakers each semester and the Master Program "Conversations with Students" speaker series (many of which are practicing professionals) – there are a number of lectures and exhibitions at neighboring institutions. Efforts are made to inform and encourage our students to attend as many of these events as possible.

The issue of ethics and upholding the integrity of the profession is something that is addressed from the time students enter the school. This is done formally in course work and informally in the manner that the faculty conduct themselves and interact with our student body. This issue of ethics and professional integrity is an ongoing and important aspect of the architectural profession and it is also undergoing constant review and discussion at the school. The Studio Culture Policy further emphasizes the message to our students that integrity and ethics are an integral part of a positive and supportive environment in

which we learn and work. This value is presented as life-long trait to be nurtured and maintained as an overriding guide and principle.

The example of professionals on the faculty of the school provide the most basic understanding of the profession including ethics, the law (both spirit and letter), social responsibility, and integrity And in addition, the former Architectural Center, covered in more detail in a following section, potentially coordinates and provides the services of faculty and committed students (working for money or credit) to segments of the population unable to hire professional services in planning and preliminary design phases, and equally unable to contend with the governmental bureaucracies that confront their efforts for environmental change.

I.3.1.E ARCHITECTURAL EDUCATION AND THE PUBLIC GOOD

2013 INTERIM REPORT:

The City College Architectural Center, the long-standing outreach and research arm of the school has emerged in the last eighteen months from its transition to become The J. Max Bond Center for the Just City. Led by Prof. Toni Griffin, and assisted by Esther Yang, the all-new center has shifted its focus to emphasize research and scholarship, thus acting as an important and tangible link between the intellectual and academic activities of the Spitzer School and the University on one hand and the professions and the public on the other. The Center has received university funding directly from the university chancellor's office as well as a $500,000 capital grant from the City of New York to improve its facilities and equipment.
The JMBC has in its short history has undertaken a number of initatives and projects involving architecture and landscape architecture design studios, organized several regional conferences, developed a lecture/discussion series, and engaged students and faculty in a number of organized 'dialogs', charettes, and several trips. It's newly developed web site and Facebook page are an accurate and vivid indication of its vigorous and highly pro-active initiatives. More at
http://ssa1.ccny.cuny.edu/programs/jmaxbond.html .

Architecture students in the school begin the study of architecture as a social art through a history survey sequence that presents the development of a globally diverse architecture during the past 5,000 years. Social context, political climate, and technological advances are emphasized to acquaint the student with the evolution of the complex societal processes, patterns and values that shape the built environment.

Design studio problems are presented in a social and environmental context that reinforces the lessons of history and introduces the needs of today's diverse interest groups and stakeholders. Our location in upper Manhattan, which is one of the most culturally and socially diverse parts of New York City, presents us with a multitude of local projects. These projects give the student an opportunity for direct interaction with the community (through site visits and community representative participation in reviews, lectures and forums), an introduction to a variety of project types, and exploration into the ethical and social implications of design solutions. . An example of this occurs in the fourth year of the B. Arch Program and the fourth semester of the M. Arch Program where there is a required Housing studio in which students address issues of social equity in the design of sustainable architectural projects.

The expression of the multitude of cultural values represented in our context and our diverse student body is encouraged throughout the curriculum and in school life. Our students bring a wealth of viewpoints and experience to the school, mirroring the faculty and curricular commitment to the global view. This commitment is evident in the efforts made in several design studios regarding the restoration of Lower Manhattan following 9/11 in formulating architecture and urban design solutions for this important district in a public social context that included community residents in open forums and interactive workshops.

The Architectural Center (formerly the City College Architectural Center or "CCAC") has recently received major independent funding and is pending a name-change, reorganization, and infusion of long-term support which must be approved by the University Board of Trustees. The Architectural Center is a unique outreach program of the school, providing technical assistance in design and planning to not-forprofit, community-based organizations concerned with the physical and economic development of their neighborhoods. The Center is meant to balance this work with research, advocacy and educational programming on physical design and policy issues affecting low- and moderate-income communities—housing, commercial revitalization, environmental justice, open-space and transportation. Through these activities, the architectural center provides a forum for the interaction between design, development, public policy, education and architectural practice. This center has been directed by several faculty including Professor Achva Stein who was also Director of the Master of Landscape Architecture program. A national search is currently underway to fill the director's and assistant directors' positions.

The center will continue to leverage resources from the school and the university—facilities, faculty and students—to attract grants and contracts that support its research and its work with communities. Since 2001, the center has obtained over $1 million in outside funding which supported full-time staff, applied research by faculty and paid student internships. Through internships, students develop an awareness of community design and development that they carry forward into their professional careers. By fostering interdisciplinary collaborations within City College and CUNY, as well as with other institutions, professional organizations and firms, the center has been successful in effectively utilizing limited resources to bring greater attention to the grass-roots initiatives of local groups.

The center is also a resource for the school in terms of relating curricular activities to service-learning and local community concerns. In addition to collaborating with design studios in selecting sites and programs for student projects, the center has in past years co-sponsored and designed exhibitions focusing on the history, cultural geography and recent redevelopment of communities within Harlem and Upper Manhattan.

c. Long Range Planning

2013 INTERIM REPORT:

The SSA long range plan continues to guide our decisions and actions, and we consider our progress slower than desired, but nonetheless, satisfactory. Following are general comments on selected aspects of our progress relative to the Spitzer Goals and Targets enumerated in the section below.

1. Increase Student Success:

Recruitment efforts have been enhanced with posters, e-mail blasts, and most recently by using google and other media to enhance search success and provide targeted on-line advertising. The use of mass advertising including mass transit exposure, albeit in a targeted manner, is being explored . The Creative Challenge take-home exam for applicants has been assessed and revised. Its use has been expanded to undergraduate transfer applicants and its potential use in the graduate program is under review. Tutoring and student mentoring has been increased with regular sessions in periods prior to major exams. Also the number of seminar sessions attached to structures lectures has been increased to reduce the number of students in each section. Student support is on a slow but steady increase while student involvement in organizations also slowly increases. The study abroad programs and foreign exchange programs appear to be in a steady-state condition with a constant number of students successfully participating each year.

A search is underway for a graduate student support services manager, a position which we expect to fill in the early spring of 2014. This should result in an appointment of a new person by early spring or sooner and will allow the person currently working with graduate students to move over to undergraduate advising and support resulting in a total of three full-time professional staff devoted to student services, adivising and recruitment.

2. Improve post-graduate outcomes:

The structures and building technology curricular proposals currently under consideration (described elsewhere in this report) have as a goal the improvement of student ARE scores. Our IDP coordinator, Vanessap Aliciea, makes presentations to all incoming classes and is available to assist students in their IDP activities. Offering several LEED and related courses in the summer of 2011 met with tepid student response and therefore were cancelled. We are continuing to explore these possibilities but financial conditions and college administration policies preclude offering summer courses which are not adequately enrolled.

3. Attract, nurture and support strong faculty

Faculty support for travel and development continues to increase as endowment revenue expands. Faculty development activities to enhance knowledge and teaching skills in several specialized areas such as building information modeling, sustainability and comprehensive design are being explored.

The addition in mid-2013 of a staff position responsible for school operations – scheduling, events, facilities management and related activities – has eliminated the current need for a deputy chair and hence decreases teaching faculty effort in administration by at least a ½ fulltime position. Another administrative position for which a search is currently underway will provide further support to faculty and students. The J. Max Bond Center, described above, is beginning to take a major role in providing faculty with support and a venue for applied and basic research.

4. Continue to strengthen and expand the school's programs and activities

Lecture programs continue and have been augmented by the J. Max Bond Center talks, and student organized 'coversations with professionals' IDP presentations have increased and emphasis is being placed on first year presentations. The joint program in sustainability has expanded and the SSA participation has increased.

The M.Arch program is nearly stable in enrollment at approximately 70-75 students for the three years.

5. Promote and and support establishment of a sustainable world, city, community and institution.

Sustainability has been integrated into many aspects of the curriculum and the syllabi of many individual courses. The Sustainability Program is well established and now provides several elective opportunities for architecture students. Collaborative projects with the Landscape Architecture program cover sustainable planning and give architecture students exposure to larger scale aspects of a sustainable city and region.

The Solar Roof Pod, the school's entry in the Solar Decathlon, is to be returned to the college and placed on the roof of the Spitzer School. This will serve as a demonstration and as a center for activities, research and experimentation with sustainable applications.

6. Extend School's outreach to city, community, and profession.

As described elsewhere, the J. Max Bond Center has been established is extremely active with full institutional and financial support.

Fund raising has slowed somewhat since the $25 million Spitzer funding. However a number of smaller gifts were subsequently obtained and with a new college development officer recently in place development should improve in the mid- and long-term.

Alumni continue to be active in general activities. The Architectural Alumni Association executive board is energetic, typically organizing three to four major events each year – all of which are held in the school and typically involving current students in significant numbers. It is worth noting that the masters' program alumni are extremely supportive in numbers and intensity far exceeding their proportional representation in the school's total post-graduate population. The Department chair now acts as alumni liaison and contact, indicating the increased importance the school places on further increasing and strengthening alumni-school relationships.

The summer career discovery program for pre-professional high school and college students has been established and continues to attract an increasing enrollment. This program, in addition to providing revenue, raises the visibility of the school and is considered a component of recruitment.

Detailed plans have not yet been formulated for continuing professional education and non-credit courses such as LEED and ARE preparation.

7. Improve Administrative Services

Director of Operations position was filled in summer of 2012.
Student services position search is underway. We expect the position to be filled in very early 2014.

A database of student e-mail addressed and other contact information is under active development and is regularly used to enhance communications with students.

The SSA web site has been completely re-designed since the previous visit to include a more robust and logical structure and provide more flexible and easily maintained content to allow for better targeting toward the wide range of site visitors including prospective students and their parents, current students, faculty, and the public. A web master has been retained so that information is updated in a timely and consistent manner. The use of social media has not yet been explored at the school level. However, the J. Max Bond Center and the Sustainability Program have developed presences on Facebook which might serve as a model for other school components to follow.

Information technology capability is relatively stable and well-maintained though aging. Various policies and practices are being reviewed toward wider student lap-top ownership, and increased fabrication capability to augment the 3D printing equipment on hand. The band-width and operational capability of our network infrastructure, after a major internal upgrade two years ago is again lagging. The current problems are believed to be part of an institution-wide infrastructure problem which the college administration is addressing. The recent addition of a full-time technician re-assigned by the central IT office is expected to have a major positive impact on IT operations and infrastructure maintenance within the school.

The School of Architecture, Urban Design and Landscape Architecture definitively stated in February 2000, its long-standing and on-going commitment to providing the finest education in the art, theory and technology of architecture, urban design and landscape architecture to a broad and diverse student population, while improving the quality of life of the larger community in our complex and highly diverse urban environment. It is committed to partnerships with institutions and agencies in the University, the City of New York and beyond.

The goals and examples of targets and actions of the 2000 strategic plan are listed below:

1. Redefine (reconfirm) the School Community Identity and Character Determine optimal school size, maintain diversity, integrate programs, create better communications systems including robust web site
2. Extend Opportunities for Development and Enrichment

New travel and exchange programs, enhance lectures series, increase co-op and idp, increase joint Programs with other departments, increase faculty travel and conference involvement
3: Expand Educational Offerings and Opportunities
Develop masters programs,
4: Achieve and maintain a 'state-of-the-art' information technology capability.
Install information infrastructure, provide equipment, software and improved support
5 Evaluate the Physical Environment of the SAES and invest in a plan for its enhancement
Begin feasibility and programming toward new facilities
6. Replace and/or develop the appropriate SAES Human Resources
Increase admin support, additional digital technician, permanent lab technician for mod. shop
7. Enhance the SAES Institutional Advancement program
Increase fund raising program, enhance alumni relations, create public relations program

These goals guided major school and program actions and significant progress was recorded. Several of the goals including those dealing with new facilities, development of human resources, and Institutional Advancement have been realized with excellent results: a new dedicated building, significant progress toward full staff coverage, and major gifts and grants have been received. However, a number of the goals remain, especially those meant to guide the school to continuous improvement.

In 2007, in response to a college-wide self-study process for an upcoming team visit from the Middle States Commission, and to engage meaningfully in the University-wide Program Management Process, the school reformulated its goals and targets and continues to do so on a yearly basis with mid-year reviews taking place on a regular basis.

The generous gift from Bernard and Anne Spitzer provided support and impetus to launch a number of new initiatives. A broad plan was developed by the school in spring 2010, including a detailed financial analysis with various program configurations based on funding flows and endowment return.Several alternatives were projected into the year 2025, That report with the analyses will be available in the team room or is available upon request..

To guide the school's future in the context of this and other emerging opportunities resulting from the school' and college's fund-raising efforts, a long-range plan was drafted and is currently under review. This plan will assist in the assessment of our efforts for continual development and improvement and will aid and inform decision-making, particularly with regard to resource allocation. Flowing from the university Program Management Procss (PMP) and strategic planning processes the following outline of Goals and Targets has been developed and is currently being presented to, and reviewed by several groups and committees toward formal adoption. The School Executive, Personnel and Budget, and Curriculum Coordination Committees along with the Architectural Alumni Association Board of Directors and the Dean's Advisory Committee will be have the opportunity for plan review through spring 2011.. The Student Advisory Committee has also reviewed this document and will likely take it up at its several Spring 2011 meetings.

The following is from the draft which was updated after preliminary comments were received during an initial round of reviews.

DRAFT STRATEGIC PLAN OUTLINE - February, 2011

Summary of Long-Range Goals
On the following pages is a draft outline of goals and targets for strategic planning in the Spitzer School of Architecture. Many of the targets listed refer to activities and initiatives which are on-going or have long been understood as important. Some are new to this list, and a few are listed at this time for consideration, further study, and possible implementation in the future.

The College and University Context

Below is an abbreviated list of those College and University goals and targets which are deemed to be directly applicable to the Spitzer School and from which flow The Spitzer School's strategic framework.

University and College Goals and Targets Applicable to the SSA

1. Strengthen CUNY flagship and college priority programs, and continuously update curricula and program mix
      1.1 Colleges and programs will be recognized as excellent by all external accrediting agencies
      1.2 CUNY and its colleges will draw greater recognition for academic quality and responsiveness to the academic needs of the community
      1.4 Use of technology to enrich courses and teaching will improve
2. Attract and nurture a strong faculty that is recognized for excellent teaching, scholarship and creative activity
      2.1 Colleges will continuously upgrade the quality of their full- and part-time faculty, as scholars and as teachers
      2.2 Increase faculty research/scholarship
      2.3 Instruction by full-time faculty will increase incrementally
      2.4 Colleges will recruit and retain a diverse faculty and staff
4. Increase retention and graduation rates and ensure students make timely progress toward degree completion
      4.1 Colleges will facilitate students' timely progress toward degree completion
      4.2 Retention rates will increase progressively
      4.3 Graduation rates will increase progressively in associate, baccalaureate, and masters programs
5. Improve post-graduate outcomes
      5.1 Professional preparation programs will improve or maintain the quality of successful graduates
      5.2 Job and education rates for graduates will increase
6. Improve quality of student and academic support services
      6.1 Colleges will improve the quality of student support services and academic support services, including academic advising, and use of technology, to augment student learning
9. Improve administrative services
      9.1 Colleges will make progress within a declared capital campaign
      9.2 Student satisfaction with administrative services will rise or remain high at all CUNY colleges

SPITZER SCHOOL GOALS AND TARGETS

The Spitzer School's goals and targets flow directly from those of the College and University (listed above) while reflecting the special concerns of the school's students, faculty and administration, and the specific aspects of providing professional training. They also respond to the unique challenges and opportunities inherent in design education.

The sequence of the goals and targets listed below is not necessarily indicative of importance nor priority.

1. **Increase Student Success** – improve "fit" of incoming students, increase retention, decrease average time to graduation, improve overall educational "experience"
      Increase, improve, and target recruitment efforts
      Creative Challenge – continue to assess its role and effectiveness
      Expand Tutoring and Mentoring Programs
      Continue to Improve and expand student scholarships, awards and honors – internal and external
      Increase student involvement in professional societies and civic organizations
      Support and continue development of study abroad and foreign exchange programs
      Establish position responsible for student support services, recruitment, admissions and related research.

Develop enhanced means of communication with students utilizing such things as more efficient e-mail procedures, social media and additional web site functionality

2. **Improve post-graduation outcomes**
Increase ARE scores
Continue to expand IDP program to reach more SSA students and assist recent graduates
Explore job placement mechanism with alumni
Explore providing non-credit LEED, ARE, and other orientation and training programs for SSA students and post-graduates

3. **Attract, nurture and support a strong faculty** that is recognized for excellent teaching, scholarship and professional achievement

Expand faculty support – travel to conf., research assistance,
Decrease faculty role in routine administrative activity
Increase opportunities for travel, scholarship, and creative activity
Encourage and support faculty research – both applied and basic

4. **Continue to strengthen and expand the school's programs and activities**
and enhance its stature and reputation
Establish Phd in Urbanism
Improve Library book and image inventory and its access to students and faculty
Bring M.Arch and M.LA to stable 'critical mass' enrollment level
Expand scope and reach of the Sciame Lecture Series
Maintain and enhance existing model shop and digital facilities
Continue to maintain, expand and improve school web site
Examine means of increasing effectiveness of assessment and planning processes
for curricular, support, and administrative activities (1)

5. **Promote and support establishment of a sustainable world, city, community, and institution**
Continue to integrate Sustainability into Curriculum
Grow and integrate Sustainability Master Program
Solar Decathlon – evaluate its on-going role in curriculum, research, and school life
6. Extend School's Outreach to city, community and profession
Increase targeted recruitment and information sessions
J. Max Bond Architectural Center
Establish summer career Discovery Program
Establish Continuing professional education program
Explore providing non-credit LEED, ARE, and other orientation and training programs for
Professionals (also included in "post-graduation outcomes" – above)
7. Improve Administrative Services
Recruit and hire approved HEO (administrative) position for Director for Operations
Recruit and hire approved HEO (admininstrative) position for Student Services
Expand and improve training of admin. staff
Develop enhanced means of communication with faculty and students utilizing such things as more efficient e-mail procedures, social media and additional web site functionality (1)

d. **Program Self Assessment**

2013 INTERIM REPORT:

Among the assessment measures which were implemented in AY 2011/2012 remaining after the October team visit and continuing into AY 2012/2013:

1. The several committees involved in assessment were apprised of the newly understood need for expanded self-assessment. The respective roles of each committee were discussed and assessment was made a major item on the agenda of every meeting of each of these committees: Curriculum, Dean's Council (alumni and practioners), Personnel and Budget committee, and the Student Advisory committee.
2. Record keeping of committee proceedings and distribution of minutes and materials was expanded and made more rigorous. Care was taken to organize the information and make it widely available.
3. Course and Teaching surveys were strengthened and measures were taken to provide more support and encouragement to students and faculty to carry-out the surveys. Response rates improved dramatically.
4. End-of-semester design review schedules were adjusted to avoid conflicts thus allowing broader participation by persons and groups key to assessment.
5. Members of the curriculum committee as well as the Dean and Chair were in attendance at all final reviews so as to gain a holistic overview as well as detailed understanding of student performance in each course.
6. The long-range plan, referred-to in the VTR, has been reviewed, amended, and reformatted (per the team's comments) for distribution and use in assessment.

In committee discussion the following principles were annunciated in order to overcome some latent resistance and to garner the maximum support. The following are continuing to actively guide the discussions of assessment as well as the development of an assessment process for the school.

1. Assessment must become an integral part of faculty course planning and design, and a significant resource, not just an empty metric, in strengthening learning and the program. Assessment must become part of the 'culture' of the school, a natural outcome of a shared belief in the need for rational and directed improvement.
2. Multiple means of assessment should be employed, flexibly fitting the means naturally to the specific curricular area and course design, and to the individuals responsible. Assessment tools for design studio might be quite different from those utilized in building technology or history/theory, for example. Means of assessing operations or advising, likewise might need to be unique to fit those special realms.
3. Regular procedures should be put in place for sharing with internal and external constituencies the evidence gained from assessment and the conclusions which result, subject, of course to privacy and applicable institutional restrictions.
4. Internal reporting should include publication of proceedings (minutes) of all meetings - regularly scheduled and special. Particular care should be taken to preserve and transmit materials, such as proposals and discussion papers, distributed at meetings.
5. External constituencies should be kept informed of progress via several channels including the school's website. Evidence of learning as well as additional descriptive information and indicators of institutional performance (e.g., retention rates, time to degree) should be accessible in formats appropriate to the various constituencies.

While this assessment process is initially a response to NAAB requirements, and also to the accrediting needs of the Landscape Architecture program, the overall process is understood to be a school-wide endeavor. And while the academic (teaching and learning, students and faculty) aspects would necessarily take early priority over others, eventually all aspects and activities of the school must be addressed by the assessment processes.

Expansion and improvement of the individual methods and procedures for self-assessment continued at a somewhat accelerated pace.   Based on several sources including the Association of American Colleges,

the Council on Higher Learning, ACSA, and others, the Curriculum Committee, a statutory committee of elected and appointed faculty, chaired by the Department chairperson, devoted considerable time to the task of expanding self-assessment at its monthly meetings through last year.

During this period, the committee focused on a limited number of specific and feasible steps including:
  Putting in place a procedure and practices to increase student response rates to course and teaching surveys to 100%.
  Making certain that peer observations of faculty were carried-out in a timely and consistent manner. The goal was to incrase compliance to 100%.
  Scheduling of faculty to final design reviews so as to maximize exposure to key courses.
  Discussing and comparing various instruments from several sources aimed toward more consistent evaluations of students including grading forms, list of rubrics and requirements for written evaluations of students by design faculty, and other instruments and evaluative tools.
  Carrying-out a review of the SPC matrix and its relationship to syllabi and observed outcomes in design studios.

In the spring of 2013 it was deemed most efficacious to form a sub-committee to continue the detailed work of developing a comprehensive self-assessment strategy to be reported back to the curriculum committee. This committee has begun by considering selected aspects, enumerated earlier in the process:

1. Design and development of a format or formats for gathering assessment information. This set of tools or "instruments" were thought to be initially aimed specifically at the end-of-semester public design reviews. For ease of adoption and use, it was projected to be paper-based but designed for easy input to a database which would allow analyses and easy reporting.
2. Additional means of gathering assessment information in other learning realms (history/theory, building technology, etc.) were to be collected and further developed.
3. Distribution of the updated Long Range Plan for discussion. One or more rounds of revision and re-review by the several constituencies will take place at the end of which the faculty are be expected to formally adopt.

This committee initially consisting of two faculty members and an administrative staff person with previous experience administering evaluations, met through the late spring of 2013. In the fall, the newly-elected department chair joined the committee which will be slowly expanded as deemed necessary.
An assessment planning document has been developed by the committee to serve as an evolving inventory of persons, measurements and components which the committee currently envisions as the assessment 'domain' for the school. This document has been placed in the SSA download folder: https://www.dropbox.com/sh/c3hap329sfv1ep9/_aqlYlF4_f

Listed are the preliminary assessment categories, the persons or groups responsible for assessment, the specific metrics and measurements to be utilized, and comments and action items for each line items in the chart.

The six categories at this time are:
  1. School including the overall mission, strengths and weaknesses, and relationships
  2. Curriculum including coverage and distribution of content.
     Actions are included such as balance, distribution, key changes and annual evaluations
  3. Faculty items including peer reviews, additional student assessments, Mentor reports,
      Scholarship activity, and the Dean's mid-tenure review.
  4. Student Performance Evaluation – standard categories for
     Studio, history/theory, technology, electives
  5. School Culture
  6. Physical Environment including health and environmental safety.

  And a seventh category, yet to be added to the matrix:

7. Operations and Support including
   Advising
   Recruitment
   Post-graduation tracking
   Registrar functions
   Financial Aid
   Events
   Security and Public Safety
   Appeal and complaint processes and practices
   Sustainable practices
   Communications – internal and external

It is possible that this latter category, meant to recognize the comprehensive nature of a truly effective assessment plan, and which was recently added to the committee's consideration, requires re-classifying into additional categories

The committee recently prepared and is working from a formal list of "Assessment Tasks and Deadlines", also in the SSA download folder: https://www.dropbox.com/sh/c3hap329sfv1ep9/_aqlYlF4_f

This table lists the various tasks, the parties responsible for the respective tasks, the expected time frame and a current status. The committee chair and department chair are working with the various parties to accelerate the development of some of these items in time for use, at least on an experimental basis, by the end of the current term.

A prototype or generalized studio student evaluation form has been designed and distributed. It is intended that this instrument, to be used by faculty and guest reviewers (jurors) would have a standard format with variable content to fit each design semester in the bachelor's and master's programs as well as landscape architecture and urban design program design studios. These forms currently incorporate numeric scales for multiple criteria and an area for written free-form comments. It is anticipated that these would be completed for each student by each reviewer. Copies would be given the student and a copy kept on file by the faculty member. Unversity and FERPA guidelines are being examined to determine if these records can be kept centrally in the in each student's advising office file. Also under serious consideration is a requirement that every design instructor prepare a written evaluation of each student in their studio which would also be given the student and kept on file.

It is anticipated that several surveys needs to be developed to support the assessment process. It is understood, however, that the excessive use of surveys is wasteful and can adversely affect response rates and even skew results if over-administered. Amongst the surveys considered are:

Alumni survey
Student Survey – satisfaction, pre-registration intent,
Exit Interviews for graduating students
Exit interviews for students leaving before graduation

Left to a later phase, the most complex and probably most difficult component, a formalized procedure with supporting policies, is to be developed to systematically compare the various evidence-based outcomes and measures against various benchmarks and criteria including such things as accreditation requirements, long-range planning targets, and institutional planning objectives. Work will proceed on this after the end of the current semester when a number of the individual forms and instruments are expected to be finalized.

Assessment and the Institution

The school's self-assessment process is deeply rooted in the culture of City College and the School and is reflected in various policies, procedures, documents and agreements, as well as in the very structure of the institution and the School.

Structured self-assessment procedures are hierarchically arrayed within the University Program Management Process which provides for a set of University goals and general targets which are annually reviewed and updated. These are addressed by the college resulting in a set of local goals and associated targets. These in turn are addressed by the schools and divisions which develop targets, objectives and actions based on such things as individual and specific context, needs, programmatic character, and program accreditation.

Periodically, the college-wide Middle States Commission on Higher Education self-evaluation process presents the occasion for a thorough and broad review of institutional mission, goals and assessment processes. In addition strategic plans and the processes by which they are formulated are examined and re-directed as deemed necessary. During this process the school's mission and goals come into focus. Last carried-out in 2007, the School's goals, targets and strategic planning were closely reviewed for consistency and viability within the larger framework resulting in a general confirmation of most components and a reformulation of several. In addition, a set of documents outlining actions and programs which responded to the college goals and targets were developed and presented. While the Middle States Commission does not review professional architecture programs, the institution-wide process caused a self-examination at the school level which resulted in confirmation of most of our goals and targets and a reformulation of several. While not assessing the professional schools, the Middle States visit did occasion a close review within the School of such things as assessment, retention, student services, and academic standards.

Beginning in the spring of 2007, the college Provost's office required each school, academic division and administrative group to submit a self-assessment. While the required points and format suggested a less rigorous and somewhat different approach than requested by NAAB, the effort resulted in the school's carrying-out a self-examination process and prompted another look at the procedures in place and data available. This process continues.

Assessment and The Governance and Committee Structure
As mandated by the by-laws of the university, the college and the school, various faculty committees are the source of all assessment, accountability and major decisions regarding curricular and academic personnel. The College Review Committee on which the Dean of Architecture is a standing member, reviews all academic policies and evaluates and approves all appointments and re-appointments including those for tenure and promotion

Faculty appointments are recommended by the Department's Executive Committee, an elected body consisting of the Chairman (elected also, but separately), and four full-time departmental faculty. Annually all faculty being considered for promotion or tenure are evaluated by the students in their respective classes on a variety of criteria, both judging their professional abilities and their ability to teach. These evaluations are computer coded, and anonymous, to be shared only by the Executive Committee and the faculty member in question. In addition, faculty peer reviews result in a written observation on the faculty's performance in class, and allow a discussion of that observation between the observer, the observee, and the Departmental Chairperson. Notes on that discussion (as well as the observation report) are available to the Executive Committee.

The Personnel and Budget Committee (P&B) reviews the decisions of the Executive Committee in light of both personnel and budgetary priorities. Members include the Chairperson of the Department, the Director of the Master of Architecture program, the Director of the Master of Landscape Architecture Program and Director of the Master of Urban Design Programs, two elected members of the full-time faculty, and the Dean ex-officio, as chairperson, but without vote.

Students may be elected to sit on the Executive Committee with voice if approved by the faculty and the students poll a minimum number of votes. Alternatively, students may form a committee which advises the School Executive Committee. Students in the school have not exercised these options for some time, though the opportunity remains open.

In the Curriculum Coordination Committee, the effectiveness and success of the School, relative to it's educational mission, is continually being monitored and evaluated. The input and emphasis of the committee are decided by the faculty through the election of representatives. Each member of the curriculum committee in turn confers with the faculty and subcommittees for the area they are elected to represent, for reassessment on a regular basis. In this way, all teachers are involved and their opinions, information and input become part of the curriculum assessment process. Elected members represent the areas of Design, History/Theory and Technology and are joined by the Dean, Departmental Chairperson, and the Directors of the Master of Architecture, the Master of Urban Design and the Master of Landscape Architecture Programs. Meetings of the committee are open to all faculty – part-time and full-time – and to student representatives. Based on need perceived by faculty and/or students and after appropriate review and careful deliberation, formal curricular changes are proposed by the Curriculum Committee to the Faculty Council (the entire full-time faculty) for approval. Curricular changes including new courses must be approved by the Faculty Council, recommended by the Dean to the Provost and President, and finally endorsed by the Board of Trustees of the City University (CUNY).

Peer Evaluations
In keeping with the College mandate and collective bargaining agreement, peer observations and/or evaluations are carried out each semester, focusing on adjunct faculty, the full-time faculty members who are on tenure- track and those who have not yet attained the rank of professor. Written observation reports are submitted to the Departmental Chairperson by the assigned Observer and following this the Chairperson, Observer and Observed faculty member meet to discuss any points of interest or concern to any of those persons involved. These observations are to be referred-to in the the Chair's Report, required for every faculty member seeking re-appointment, tenure or promotion. These observations also play an important role in the mid-term tenure re-appointment evaluation process which involves a more detailed report by the chair, and an independent meeting between dean and candidate and a report by the dean.

Public Reviews
An important component of the School's self-assessment remains the tradition of the open, public jury review process that is used for all design courses and most other courses which include a studio or project component. This process, which is carried out in a public forum and open to all students, faculty and outside professionals, experts, and often 'clients' allows for a critical and on-going review and general assessment of the projects, the programs, the individual faculty's instruction and the individual student's work and indeed, the curriculum itself. The School has a long standing and on-going relationship with a wide circle of professionals, community members and many alumni, who visit the School regularly. Therefore, a great deal of reliance for assessment of performance and adequacy is placed upon the visits and feedback of these guest critics.

Student Work Public Exhibit and Publication
The public review process is culminated at the end of each academic year by a school-wide exhibit of student work in which student work from every design class is exhibited from late May through early September, affording ample opportunity for thorough and thoughtful review of the entire arc of student output for the year by faculty, alumni, professionals, the institution, the college community, and the public.

Student work, principally in design, is collected each semester for digital archiving and for publication. This year, the fourth annual edition of "City Works" will be published. Including selected work from each of the approximately 31 design sections each semester, this publication is an in-depth exposition of the quality and extent of student design work, providing a compact but potent tool for assessment of the extent to which design education is fulfilling the goals and objectives of the school.

School Convocations
To further involve the students of the School in the self-assessment process, the Dean conducts a biannual, School Convocation that brings together during the first week of classes the whole school community to introduce new faculty and students, to discuss current events of general interest and to elicit comments or feedback from the students regarding past, current and future concerns. This has proved to be a very successful means of overall engagement with students for the purposes of general curriculum and learning context assessment.

Data for Assessment
A vast amount of institutional data useful for assessment and for reporting (including the annual NAAB reports) is gathered, archived and distributed by the College Office of Institutional Research Administration. The annual publication, City Facts contains extensive data arrayed in a number of useful reports. In addition, the institutional research office produces custom reports from the disaggregated data it has archived. In addition, the Office of Enrollment Services (admissions and registrar) and the office of the Vice President for Finance and Management provide information from their respective domains which is utilized for assessment and for reporting.

The effectiveness of Student Course and Teaching Surveys in past years has been somewhat inconsistent. An on-line survey system was inaugurated by the college in 2004. Response rates, said to be similar to national averages, have been quite low –typically below 30%. The School is exploring means of increasing the response rate including using different technology or bringing the effort into the school using more conventional paper forms. This has come to the forefront at the college level as the provost announced that the spring surveys would be done using paper forms collected by the Schools and departments to be processed centrally. Return to this method, it is hoped, will improve response rates to the pre-electronic period when rates consistently exceeded 60% or more in virtually all courses.

Student Organizations
The school is supportive of student organizations and alumni activities. The Dean meets frequently with students including the elected representatives, and with alumni including the alumni association. The potential for more and deeper involvement of alumni and students in the school and particularly in self assessment has been further formalized. A senior faculty member, Prof Fienberg, serves as Alumni coordinator. While the Dean meets with and interacts with alumni, Prof. Feigenberg is the direct point of contact providing continuity and communications with the alumni. Likewise, Prof. Gebert is the Student Coordinator, charged with the responsibility of being the immediate point of contact with students and with the elected student representatives. These two coordinators will bring to their respective groups on a more frequent basis, aspects of self assessment as well as various school issues, proposals and policies for group review, discussion and input.

The Bernard and Anne Spitzer School of Architecture Newsletter
The School newsletter, edited and composed by a dedicated faculty member, and first published in the Spring of 2009, serves as broad-based report of activities, programs, and events in the school available for review and assessment by students, faculty, alumni and professionals.

Advisory Council
In addition, an Advisory Council has recently been formed to serve as a resource vehicle, "sounding board", consultative body, and professional referral and contact group to the school. Members are drawn from the professional architecture, building design, landscape, and construction industry and may include such other professions as shall be conducive to and consistent with the council's objectives. Through this council, the school will be able to broaden its professional expertise and enhance its ability to respond to and create academic and professional opportunities. As well, the council provides systematic and rigorous evaluative information from the perspective of the professional community. Currently the Council consists of six distinguished persons serving two year terms. Additional members are being considered but in no event shall this group exceed approximately thirty members.

Non-Faculty Performance Assessment

In addition to the faculty assessment outlined elsewhere, non-faculty personnel including professional staff (Higher Education Officers), Office Assistants, College Laboratory Technicians, and others are subject to yearly performance evaluations.

Assessment and the Future
The school recognizes the need to constantly review and re-evaluate its mission, goals and targets – a continuous self-assessment process involving students, alumni and faculty as well as school and institution administrators and the several major school committees. As described elsewhere, alumni and student organizations, and a committee structure exist to realistically allow increasing levels of effective involvement in the self-assessment process of the school's programs. To further the process, the school's leadership and the program administrators will increase utilization of the explicit goals and the results of assessment when making decisions and distributing resources. There is also major resolve to organize an event such as a retreat or a series of directed meetings which will be for the sole purpose of reviewing, re-formulating and promulgating an updated mission for the school with coordinated statements for each program.

2. **Plans for/Progress in Addressing Conditions Not Met from the Most Recent Visiting Team Report**
    a. **Conditions I.1-I.5 or II.2-II.3**
       I.1.5 Self-Assessment Procedures (second time)

       2013 INTERIM REPORT:
       Changes to the program's self-assessment procedures since the last visit are covered in the "Program Self-Assessment" Section above.

       II.4.1 Statement on NAAB-Accredited Degrees (soon to be corrected)

       2013 INTERIM REPORT:
       The statement on NAAB-Acredited Degrees in the Undergraduate Bulletin, and in the undergraduate and the graduate sections of the Spitzer School's web-site are confirmed to be correct and up to date. The program administration has worked with the college to update the Graduate Bulletin text. However, despite it being a web-based document, the college has not yet updated from the original 2008-2010 version and hence the accreditation language, while NOT incorrect, is formatted with a misplaced heading which is confusing and could lead a reader to assume that required text is missing when instead, it is above the misplaced heading. We are continuing to remind the college administration that the Graduate Bulletin is seriously out of date in many respects, as well as incorrectly formatted in the accreditation section for the graduate architecture program.

II.4.4 Public Access to APRs and VTRs (condition corrected during the visit)
2013 INTERIM REPORT:
The APR's, VTR's and final accreditation term letters are on file in the Spitzer School Library.
Also, the 2011 APR is in the 'accreditation' section of the School's web site.

    b.   **Conditions II.1 (Student Performance Criteria)**
        None

3.   **Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report**

Bachelor of Architecture Program (Master Program follows)

Writing and Research

Comment from previous B. Arch VTR [2006]
1 . A major concern throughout the program involves competence in writing and research. Work produced at the fifth year is extremely inconsistent with respect to the amount and quality of research, and in general there is little if any evidence of the ability to document their research in clear and thoughtful written form.

Response from Program [2011]:
History/Theory courses have been re-organized to include recitation sessions attached to lectures. Due to financial limitations, the Bachelor of Architecture recitation sections are taught by graduate students, principally from the University Graduate Center program in architectural history. In these recitations with section sizes between 14 and 18, students are more readily engaged and instructors can work more closely with them to improve research and writing skills.

A number of activities have been organized which encourage students to develop research and writing skill. A student publication featuring creative writing about architecture is encouraged and supported. Traveling fellowships based in large measure on achievement in areas requiring verbal skills have been established.

Documentation of Learning Standards

Comment from previous B.Arch VTR [2006] :
2. A second area of concern is the frequent lack of documentation of learning objectives in course syllabi. Statements to the effect that the course meets a NAAB criterion that are attached to syllabi cannot substitute for clear and concise statements in the syllabi, explaining when and how each criterion is addressed in the course.

Response from Program [2011]:
Discussions of learning objectives, performance criteria and the writing of syllabi have been discussed by curricular coordinators in curriculum committee and faculty have been urged to be more rigorous.

Financial Condition

Comment from Previous B.Arch VTR [2006] :
3. A third area of concern is the financial condition of the School, the lack of available resources on a regular basis to fund library acquisitions, the failure to receive budgeted funds in a timely

manner, and an inability to budget in advance for part-time faculty. The team recognizes that the College has only begun significant fundraising in the past three or four years, but the College is encouraged to direct some of the energy to the School in particular. The School has the potential to become a regional and even national powerhouse. This is so due to the excellent full-time faculty, talented adjuncts, and the widely respected and accomplished Dean. Low tuition makes it possible for extremely talented lower- or middle-income students to attend. To reach its full potential, the College must build upon this talent pool with help from outside funding for all areas of the program.

Response from Program [2011]:
The school's financial condition had been a major concern amongst faculty, administration and college officials over much of the life of the School. At the time of the last visit substantial progress had been made to stabilize resource flow and several initiatives were underway to expand the financial resources available to the school. In 2008, the dean, along with the president and college development office declared the School a top priority in fund-raising activity. In addition to a number of small to mediumlevel pledges from alumni and friends, a major gift was committed by Bernard and Anne Spitzer, resulting in a name change for the school and a major shift in its financial condition. In addition to the commitment to an endowment, the Spitzer family delivered a gift with the stipulation that spending could commence to affect an immediate improvement in and expansion of school programs and activities. This gift, along with a long-term commitment to supplemental OTPS (Other than personnel services) allocation obtained previously from the central university office, has done much to lift the limitations and solve many of the problems that limited funding had previously placed on the School.
The timing of allocations and funds availability at the beginning of each fiscal year continues to be a problem experienced by the School as well as the entire college and university, though to a diminished degree as money from sources other than the state continues to grow.

In addition, the college approved and the School has filled ten tenure-track personnel positions since the last visit. This resulted in expansion of the full-time faculty since the number of new hires exceeds the positions lost to retirement so that the School now has the largest complement of full-time faculty in its history. This provides the School with an energetic infusion of new leadership, innovation and fresh ideas, and causes the programs to be less reliant on the fluctuating availability of funds for adjunct (part time) instructional staff.

Master of Architecture Program Responses to Causes of Concern
5. Causes of Concern
Timing of action and follow-up to assure comprehensive execution will be important in three areas:
Comment from Previous M .Arch VTR [2008]:
i. The completion and eventual occupancy of the new SAUDLA facility has incurred some delay which can be attributable to the normally expected construction schedule difficulties of a major project. Nevertheless, attention must be given to the timely occupancy of the quarters and equally important, retention of all of the positive collegial attributes of the program that characterize it in its existing building.

Response from Program [2011]:
We have successfully occupied the new Spitzer Building since the fall of 2009. This move has not only allowed us to retain the positive collegial attributes which characterized our program in the previous building, but has as expected enriched our academic culture by stimulating cross fertilization between programs in our inviting public spaces as well as brought students and faculty closer together with a shared sense of pride regarding the school's prominence.

Comment from Previous M .Arch VTR [2008]:
ii. Establishing and maintaining program leadership continuity will be critical in view of the fact the director is new to the position, untenured faculty predominate, and no senior faculty are

associated with the program. Achieving positive outcomes with the eight pending faculty hires will be crucial to this success.

Response from Program [2011]:
Since the last visit the M. Arch Program has had consistent leadership under its Director Bradley Horn. Under Professor Horn's direction, the M. Arch curriculum has been thoroughly reorganized, productive collaborations have been forged with other graduate level programs at the school, and enrollment in the M Arch 1 Program has doubled. Professor Horn is working closely with the Dean and Deputy Chair of the department on strategic goals for the program over the next several years. For response to faculty composition component please see part iv below.

Comment from Previous M .Arch VTR [2008]:
iii. At a time of decreasing government-based funding, continued emphasis must be maintained in development efforts to assure adequate resources for lectures, travel, research, and other program enrichment activities. The Team recognizes that the broad SAUDLA development program undertaken by Dean Ranalli several years ago has already shown positive results and every effort must be made to maximize this vital funding source.

Response from Program [2011]:
Please see the section on finances in this APR.

Comment from Previous M .Arch VTR [2008]:
iv. Faculty composition and balance in an effort to maintain consistent pedagogy and studio expectations will be required with the imminent and simultaneous filling of 8 new faculty positions. Since the last visit the school has hired several new full-time faculty. At the time of the last visit, the search was very near completion but confidentiality prevented any information being conveyed outside the search committee. The committee has concluded its deliberations, the college and school administration and pertinent committees have fully approved and the list of names is now public.

Jacob Alspector
Jeremy Edmiston
Julio Salcedo
Elisabetta Terragni
Christian Volkmann
June Williamson
Nandini Bagchee
Hillary Brown

All of these new faculty are practitioners and accomplished design teachers. Each has the demonstrated capability of teaching design studios and specific non-design courses in the undergraduate or graduate architecture programs. Their CV's are included in the APR.

After consultations between the program director, the dean and the chair the following faculty have been assigned to Master of Architecture program design courses (61100, 62100, 73100, 74100, 85100, and 86100.)

	Fall	**Spring**
First Year	Brad Horn	Elisabetta Terragni
Second Year	Fabian Llonch	Julio Salcedo
Third Year	Visiting Distinguished Professor	Visiting Distinguished Professor

These assignments have been confirmed and will continue into the foreseeable future. As the program grows, these full time faculty members will serve as coordinators of their respective semester in the four semester core. These assignments, along with on-going leadership will bring

to the program stability, continuity and the demonstrated capability to carry-out both the longrange mission and the immediate task of bringing a more comprehensive approach to our students' design education.

Comment from Previous M .Arch VTR [2008]:
> v.   It is essential that a concerted effort be undertaken and completed in a timely fashion to establish an integrated and comprehensive design sequence or studio. It is not sufficient to demonstrate that all Student Performance Criteria (SPC) are independently covered without also providing evidence that students are capable of integrating such information and skills in studio work. Such evidence is currently weak to non-existent.

Response from Program [2011]:

Since the last visit we have established the third semester Architecture Studio 1.3 (Arch 73100) as Comprehensive Design. Here students design a small public building and dedicate the majority of the studio to design development and construction documents. Both structural and mechanical consultants work with students to help them integrate these areas into their designs. It is worth noting that immediately following the last NAAB visit we initially experimented with placing this studio in the fifth semester and have since decided that an earlier location in the sequence is preferable so that students can master this information sooner.

Comment from Previous M .Arch VTR [2008]:
> vi.   While there may be demographic information to support the lesser diversity evident in the M. Arch. 1 program, efforts should be undertaken to elevate diversity proportions to that found in the B. Arch. program and the CCNY campus at large.

Response from Program [2011]:

Since the last visit an effort has been made to increase diversity in the M Arch Program through a targeted recruitment campaign. Phase 1 of this effort resulted in the identification of 40 liberal arts and technical colleges in the tri-state area with a critical number of minority students. Each school was contacted individually with information about our M. Arch Program and was sent a one page flier describing graduate opportunities at The CCNY Spitzer School of Architecture. Phase 2 of this effort will involve the evaluation of results from Phase 1 and the expansion of our efforts to additional schools where necessary.

Comment from Previous M .Arch VTR [2008]:
> vii.   Effort should be made to align the program more directly with the mission statement, in particular establishing a more comprehensive engagement with community activities, social and civic involvement, and responsible sustainability.

Response from Program [2011]:
Since the last visit these concerns have been addressed in three key areas of the M Arch Curriculum.
1.   In the first semester Architecture Studio 1.1 (Arch 61100) students are introduced to the fundamental principles of sustainability through a focus on both material properties and passive solar design. This studio focuses on a non-urban site with a challenging topography and works in tandem Site Design (Arch 73500) to train students to consider building and site as organically linked.
Additionally, a sustainability consultant works with students to help them develop projects in greater detail.
2.   At the time of this report the second semester Architecture Studio 1.2 (Arch 62100) Design Studio is for the first time embarking on a collaboration with the MLA Program to

rethink large portions of downtown Brooklyn as a network of sustainable public spaces. This interdisciplinary studio connects students to the **Downtown Brooklyn Partnership,** a not-forprofit local development corporation, as well as to the Brooklyn Borough President's Office in order to embed students in the heart of a relevant civic discourse in their own city.

3. The last semester of our four semester core studio sequence Architecture Studio 1.4 (Arch 74100) focuses exclusively on sustainable housing. This studio takes on existing New York City Housing Authority projects and through a careful analysis of environmental and socioeconomic factors, attempts to better them through the strategic design of additional dwelling units and cultural amenities.

Throughout the program there is an awareness of the importance of civic involvement and responsible design.

> **Comment from Previous M .Arch VTR [2008]:**
> viii. The Team notes that for a graduate program targeted to students with little to no undergraduate exposure to architecture (graphics, terminology, etc.) the length of the program is more typically 3.5 years (not 3 years) and that the relatively high number of "Not Met" criteria may be because of critical time limitations to cover all issues satisfactorily. The 2006 candidacy visit VTR and subsequent NAAB Board action apparently concluded that the fundamental question of a 3 year program was acceptable as proposed by CCNY and although we believe SAUDLA leadership is up to the task of configuring the curriculum to respond to the challenge, their performance in this regard should be tracked diligently.

> **Response from Program [2011]:**
>
> We acknowledge that the program duration may be less than some other programs however, we are still confident that the perspectives and criteria can be properly addressed in the time frame we have established. Please see our responses to Not Mets and Concerns.

4. **Changes or Planned Changes in the Program**
   Such as
   - Faculty retirement/succession planning
     2013 INTERIM REPORT:
     One faculty member (Ghislaine Hermanuz) has retired since the last visit.
     Prof. Toni Griffin was hired, and along with others, Prof. Hermanuz' teaching and administration is well-covered.
     A faculty member hired to teach in the area of history/theory resigned to move to another institution after one year.
     The following full-time tenure track faculty were appointed beginning September, 2013 to teach in history/theory:
     Cesare Berignani
     Seth Wiess

     Two additional full-time tenure track faculty have been approved and a search is underway for appointments in September 2014
     Studio and Building Technology
     Studio and Integrated Building Technology

     Resumes for the new faculty are included along with
     the position descriptions for the two on-going searches in the SSA download folder:
     https://www.dropbox.com/sh/c3hap329sfv1ep9/_aqlYlF4_f

- Administration changes (dean, department chair, provost)
2013 INTERIM REPORT:
The Senior Vice President and Provost is now Dr. Mauricio Trevisan. He was previously the Dean of the Sophie Davis School of Medicine, a position he will continue to hold currently with the Provost's position.
Gordon A. Gebert, professor and formerly the deputy department chair was elected in May, 2013 to a three-year term of office. Since a director for operations was added in May 2012 and another higher education officer will be added in early 2014, a deputy chair is no longer deemed necessary releasing the previous chair to full-time teaching for a net teaching increase of approximately ½ full-time position.

- Changes in enrollment (increases, decreases, new external pressures)

   2013 INTERIM REPORT:
   School size is now at its approximate maximum of 470-480 students as determined by container capacity which is approximately 420 studio positions. Student population can exceed the studio position count somewhat as Sustainability program students and a few students out of design sequence do not require studio work locations. Diversity continues at a relatively steady level, with the M.Arch program somewhat behind expectations, despite recruitment efforts. Efforts are continuing to bring the student profile closer to that of the B.Arch program.

- New opportunities for collaboration
- Changes in financial resources (increases, decreases, external pressures)
- Significant changes in educational approach or philosophy (e.g., new provost = new approach)
- Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building)
2013 INTERIM REPORT:
After four years of planning and negotiation, a café housed within the school has finally been realized through the considerable efforts of the Dean Ranalli and our Director for Administration and Finance, Camille Hall. In full operation since summer 2013, the facility, serves coffee and other beverages along with healthy and high-quality light meals and snacks supplied by a local restaurant. Our café's location on the second floor of our building just off the atrium and adjacent to a public area with tables and ample seating is becoming a center for informal meeting and casual interchange, and thus an attractive and important social center for students, faculty, visitors and administrators in the school. It also increases the safety and comfort of students, especially during inclement weather and late hours.

5. **Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: Only required if *Conditions* have changed since the previous visit)**

Both programs have observed the 2009 Conditions for Accreditation since July of 2009 and followed them in the preparation of this report.

Public Information

The school is in the process of responding to the expanded requirements for public information.
The school's latest web site design, launched in fall of 2010, added a number of the items newly listed in the 2009 conditions including revised statement of NAAB-accredited degrees, the student performance criteria, and convenient links to NAAB documents. The remainder including APR's and VTR, as well as ARE pass rates and career development information are being added along with other information important to prospective and current students, and to faculty and staff.

Both programs have revised the SPC matrices, incorporating the new realms and revised status as to "ability" and "understanding". The "density" of criteria addressed has been significantly reduced and more sharply defined. The changes to the criteria have been discussed, and faculty have been urged to consider them and revise course syllabi accordingly.

Bachelor of Architecture Program (Master Program follows)

Specifically the following new and revised criteria have been addressed:

A.5   Investigative Skills: Ability to gather assess, record, apply, and comparatively evaluate relevant information within architectural course work and design processes.

This criterion has been added to the third year design sequence in the Bachelors program.

A.9   Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

    The revised four-course sequence of history/theory courses responds to the expanded intent of this criterion by organizing the four courses chronologically, thus contextualizing and bringing the full geographic and cultural scope into each course.

B. 6.   Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture
B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.8. Environmental Systems
B.9. Structural Systems

    In the Bachelor's program, the fifth year, 2 semester design sequence ,"Thesis Design I" and "Thesis Design II", was recently re-titled "Comprehensive Design I" and "Comprehensive Design II" reflecting the continuing effort to integrate a fuller range of conditions, scales, and systems. These efforts have included adding faculty to bring structures and environmental systems 'consulting' to the students' project development.

Realm C: Leadership and Practice.

    In the Bachelor's program, as the individual criteria take on a larger significance as a result of their 'grouping' in Realm C, Arch 212 has begun to incorporate relevant topics and the history/theory courses are also candidates for inclusion of several of these criteria.

C.9.   Community and Social Responsibility: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

This new criteria is addressed in the newly revised Survey of World Architecture sequence. The four semester Survey sequence is designed to address the way the built environment acts within social and political institutions and expresses diverse systems of values and beliefs throughout the world. In this context architectural history is not only about the history of built form and the formation of landscape and urban design, but about the implications of those forms within society, and the ethical and political responsibilities of those who design them in global society.

In addition, the re-established CCAC is expected to address the full range of issues and opportunities surrounding the relationship between practice, research and community outreach and advocacy.

Master of Architecture Program
Specifically the following new and revised criteria have been addressed:

Realm A: Critical Thinking and Representation
**A.5	Investigative Skills:** Ability to gather assess, record, apply, and comparatively evaluate relevant information within architectural course work and design processes.

This criterion is addressed in the following courses:
1.	As a primary SPC in both Site Design (Arch 73500) and Architecture Studio 1.4 (Arch 74100). In Site Design students are given assignments which require them to research principles related to climate, geology, landform, soil, hydrology and vegetation and apply them to required exercises. In Architecture Studio 1.4 students work in groups to research the topographical, environmental, structural, socio-economic and urban properties of an existing housing project in order to apply that knowledge directly to new housing solutions.
2.	As a secondary SPC in Architecture Studio 1.1 (Arch 61100) and Architecture Studio 1.3 (Arch 73100). In Architecture Studio 1.1 students research and evaluate relevant information related to material properties and passive solar principles and apply them to their design process. In Architecture Studio 1.3 students research architectural precedents and building systems and integrate findings into the comprehensive design of a small public building.

**A.9	Historical Traditions and Global Culture:** Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and
Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

The revised four-course sequence of history/theory courses responds to the expanded intent of this criterion by organizing the four courses chronologically, thus contextualizing and bringing the full geographic and cultural scope into each course.

Realm B: Integrated Building Practices, Technical Skills and Knowledge

B. 6.	Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:
A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture
B.2. Accessibility
B.3. Sustainability
B.4. Site Design

B.5. Life Safety
B.8. Environmental Systems
B.9. Structural Systems

Since the last visit we have established the third semester Architecture Studio 1.3 (Arch 73100) as Comprehensive Design. Here students design a small public building and dedicate the majority of the studio to design development and construction documents. Both structural and mechanical consultants work with students to help them integrate these areas into their designs.
It is worth noting that immediately following the last NAAB visit we initially experimented with placing this studio in the fifth semester and have since decided that an earlier location in the sequence is preferable so that students can master this information sooner.

Realm C: Leadership and Practice.

C.9.   Community and Social Responsibility: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

This new criteria is addressed in the newly revised Survey of World Architecture sequence. The four semester Survey sequence is designed to address the way the built environment acts within social and political institutions and expresses diverse systems of values and beliefs throughout the world. In this context architectural history is not only about the history of built form and the formation of landscape and urban design, but about the implications of those forms within society, and the ethical and political responsibilities of those who design them in global society.

In addition, the re-established CCAC is expected to address the full range of issues and opportunities surrounding the relationship between practice, research and community outreach and advocacy.
Not required for 2013

Supplemental Material

2013 INTERIM REPORT:

We have provided materials as noted in the various sections above in a dropbox folder. It may be accessed at the following link: https://www.dropbox.com/sh/c3hap329sfv1ep9/_aqlYlF4_f

Other links for websites, etc. are noted in their respective locations in the text above.

Instruction: Include the following as a list of individual URLs or instructions for accessing a web-based portal for review of the following

Please do not attach files to the interim report, rather identify URLs to websites or servers, or other mainstream technology currently employed by your program to capture and host files.

1.   Provide evidence that supports or demonstrates changes to the curriculum in response to not-met SPC (II.1).

     Be sure to identify the changes/outcomes expected.

     a.   New/revised syllabi

     b.   Student work demonstrating the change

2.   Provide evidence or supporting documentation/narrative that demonstrates changes in other aspects of the program made in response to other not-met Conditions (I.1-I.4 or II.2-II.4)

3.   Provide information regarding changes in leadership or faculty membership. Identify the desired contribution to the program. (i.e. narrative bio, one-page CV)

4.   Provide additional information that may be of interest to the team at the next accreditation visit.

Additional information regarding the types of files that may be submitted in support of the program's responses in Sections 2-5:

1.   *Syllabi or course descriptions. These should be presented in Word or Adobe PDF*

2.   *Student work*

     a.   *Studio work should be presented in digital form either 2D (PDF) or 3D (BIM) files. Reviewers should be able to review the files using zoom or pan techniques in order to review details. Further, the program is responsible for ensuring that the files can be reviewed in the same software used to create them.*

     b.   *Classroom work should be presented in digital form (PDF) after grading. Instructors' comments and grades should be visible. Students' identies may be removed in order to comply with FERPA.*

     c.   *Presentations or other oral projects should be presented with both video clips of the presentation and copies of presentation materials (i.e. PowerPoint slides in PDF).Please limit video segments to 1 minute each.*