The City College of the City University of New York Bernard and Anne Spitzer School of Architecture

Architecture Program Report for 2011 NAAB Visit for Continuing Accreditation

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

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Name and contact information for the following:

Program Administrator:

Peter Gisolfi, Chair Gordon A. Gebert Deputy Chair, Department of Architecture Bradley Horn, Director (M.Arch)

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

George Ranall, Dean, Bernard and Anne Spitzer School of Architecture

Chief Academic Officer of the Institution

Juan Carlos Mercado, Provost and Vice President, Academic Affairs

President of the Institution:

Lisa Staiano-Coico

Individual submitting the Architecture Program Report: Gordon A. Gebert, Bradley Horn

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

Note:

This printing includes minor revisions to the original March, 2011 NAAB submission. Revisions included in addendum prepared for visiting team.

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Part One

Institutional Support and Commitment to Continuous Improvement

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2. Resources

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I.1. Identity & Self Assessment

I.1.1. History& Mission

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's 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 six-semester program; 7] the Master of Landscape Architecture II, the first professional degree, after the completion of the six-semester 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 masters 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 and endorsed by President Gregory Williams in Spring, 2003 as part of a new college 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 national advanced research to house and serve as a nexus 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 Spitzer 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 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 with an amphitheater 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 Gutman) 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.

I.1.2. Learning Culture and Social Equity

Learning Environment – Studio Culture

A statement of the school's current studio culture policy follows. The Faculty Council adopted the first three paragraphs in May 2005. In the spring of 2008, a sub-committee of the Student Advisory Committee working with a member of the administration, drafted an addendum to the original and presented it to the

Faculty Council at its May 2008 regular meeting. The Faculty accepted the "addendum" as a revision and with the concurrence of the students present, unanimously adopted the combined text as the school's "Policy for a Studio Culture". The policy underwent a minor revision in September 2009 to affect the school's name change.

"The Faculty of the Bernard and Anne Spitzer School of Architecture believe the principle of a 'studio culture' is an important pedagogical method for building an intellectual and professional atmosphere within which to learn, examine and practice the application of knowledge, ideas and skills associated with an architectural education.

The School's faculty believe the idea of a studio culture embodies the values of tolerance, sharing and understanding; the skills of communication and debate; and the responsibilities of deadlines and time management. Furthermore, the school's faculty believe that 'teaching by example' is an invaluable pedagogical means for imparting these values, skills and responsibilities."

The Faculty Council adopted the following addition as proposed by the Student Advisory Committee at its May, 2008 meeting:

The School of Architecture, Urban Design and Landscape Architecture of the City of New York believes that a well-defined studio culture is an important pedagogical method for building an intellectual and professional atmosphere within which students can learn, examine and apply the knowledge, ideas and skills associated with an architectural education. Above all, this studio culture is rooted in the principles of sharing, tolerance and understanding. Students, faculty and administration have equal responsibility to maintain a positive studio environment by meeting the objectives outlined in this policy.

Students

Students will form positive habits in school that remain with them in their professional careers. This will emerge from interaction with faculty as well as through relationships formed with the community and professionals. Students realize that their education is not limited to the classroom and approach their academic studies as professionals. Students must:

- maintain professional behavior and respect class time by being prompt, prepared and focused
- be respectful of other students their ideas, their work, their health
- be respectful of school property/facilities
- balance personal and academic responsibilities by managing their time wisely
- promote, cultivate and seek interaction with other students, and with faculty/professionals by participating in extracurricular activities such as attending lectures and symposia or joining clubs and organizations

Faculty

Faculty members are responsible for guiding students through inspiration, mentoring and a comprehensive education, to become mature, engaged professionals within and beyond the architectural community. Teaching by example, faculty members bring their unique experience, dedication and passion for the profession to studio and have a right to expect dedication and attention from students. Faculty members must:

- provide clear syllabi with explicit statement of course expectations and specific due dates based on reasonable time frames for assignments
- respect class time
- respect the responsibilities students have outside of school and facilitate a balance between academic, personal, professional and cultural interests
- incorporate interdisciplinary projects that bridge the gap between studio, history, theory and technical courses to not only promote comprehensiveness, but eliminate conflict and redundancy
- encourage students to engage the community both inside and outside of the profession

- provide a constructive environment, facilitating healthy debate and discussion for both desk critiques and formal reviews while recognizing the diverse values, backgrounds, and interests of students and other faculty
- respect the health and safety of students by promoting the use of non-toxic, environmentally friendly materials in the studio and instructing students to take appropriate precautions.

Administration

The Administration is responsible for upholding the overall vision and direction of the school and for engaging faculty and students in decisions about the future of the program. The Administration must hold faculty and students responsible for their adherence to the studio culture policy. The Administration must:

- communicate studio culture expectations to entering faculty and students
- ensure a healthy, safe and secure learning and work environment
- inform students and faculty of general maintenance and security procedures
- maintain proper condition of school facilities including the wood shop, laser cutter and CAD lab
- support a challenging and diverse curriculum with events such as lectures, symposia and gallery shows
- manage resources to provide opportunities for scholarships and study abroad
- disseminate information regarding such opportunities as well as internships, grants and competitions
- provide students with academic advisement and support

A link to the policy is posted on the school's web site main page (www.ccny.cuny.edu/ssa) at the 'Resources'' tab. Copies are distributed each semester to the Student Advisory Committee, the Curriculum Committee and other groups where it is deemed pertinent. Its principles are reviewed at a meeting of Master's students and discussed in each design class in the Bachelor's program at the beginning of each year. More specifically, studio culture and the learning environment is a topic often raised during meetings that the Dean conducts with the student advisory committee.

Student Advisory Committee

Each semester, a student is selected, often by voting, from each design section in all programs, to attend monthly luncheon meetings with the Dean, Deputy chair and other members of the administration and staff as may be appropriate. The agenda items for these meetings are usually covered quickly so that students may introduce issues and initiate discussions which are important to them. Topics introduced have ranged from physical plant issues to curricular matters. It is this committee which undertook in Spring 2008 the review and subsequent expansion of the school's studio Culture Policy.

These regularly scheduled meetings held in an open and informal setting are utilized to address a range of issues and provide the opportunity to review, possibly reformulate and ultimately promulgate a formalized studio culture policy. These meetings are also designed to facilitate the involvement of students in assessing the school's activities and programs.

In addition to the student advisory group meetings, the Dean, Chair and Deputy Chair schedule individual meetings with each design year in the Bachelor program and the Master program. These meetings attended by all students in the program or design year, involve approximately 45 to 60 students in an exchange in which among other topics, studio culture and particularly time management are discussed.

The studio structure encourages students to exercise time management skills regularly through the establishment of weekly or bi-weekly requirements. These deadlines also provide faculty with necessary schedule limitations by which to evaluate the efficiency of their own teaching methods. Design Courses are typically organized as a series of exercises each leading to the next in an unbroken chain of deadlines that culminate in a final project. The variety and quantity of problems gives students ample opportunity over the course of a semester to learn from mistakes and invent strategies for managing their

time more productively. At the end of the semester students are evaluated according to both the quality of their work and the completeness of the project; the latter is an indication of whether or not they have learned to budget their time efficiently.

The learning culture of the school came under review by students, faculty and administration in the winter of 2011. The Student Advisory group is currently reviewing the school's studio culture policy with the charge of expanding its scope to include the full range of school activities which bear on learning and students. The faculty will also be encouraged to review the current policy. It is hoped that the Student Advisory Committee will propose for faculty consideration an expanded statement which could lead to a definitive jointly-endorsed policy during the spring or fall of 2011.

Student studio culture will also continue to be a subject of discussion in the monthly meetings of the school curriculum committee particularly with regard to such things as coordination of work assignments and due dates.

Learning Culture – Harassment and Discrimination

The College has established definitive policies regarding grievances related to harassment and discrimination..

City College and the school is committed to the City University of New York (CUNY) Policy Against Sexual Harassment. Our shared goal is to maintain a community environment-academic and employment-that is free from all forms of intimidation, intolerance, exploitation and harassment. Sexual harassment is considered a serious form of misconduct that is demeaning, offensive, illegal and prohibited by the University's policy, which was adopted by the Board of Trustees in 1995 and revised in 2005. Unwelcome sexual advances, requests for sexual favors, and other verbal, non-verbal or physical conduct of a sexual nature constitutes sexual harassment when: 1) submission to or rejection of this conduct explicitly or implicitly affects an individual's employment or academic advancement; 2) unreasonably interferes with an individual's work or academic performance; or 3) creates an intimidating, hostile or offensive work or academic environment.

In accordance with CUNY procedures, the College is responsible for investigating complaints of sexual harassment brought by students and employees across all departments and divisions. For this purpose, the College has established a Sexual Harassment Awareness and Intake Committee, the members of which received extensive training and are available for consultation or to receive complaints. Consultation requests and/or complaints may be directed to the Sexual Harassment Coordinator located in the college administration building. Materials concerning Sexual Harassment are available in this office and on the office's web site at www2.ccny.cuny.edu/facultystaff/aao.

Learning Culture – Academic Integrity

The College has established, and the School embraces a policy covering academic integrity (e.g., cheating, plagiarism). This can be found on the School's web site as well as that of the College. <u>http://www1.ccny.cuny.edu/current/upload/academicintegrity.pdf</u>

Quoting from the policy:

"...Academic integrity is an essential part of the pursuit of truth, and of your education. We are all responsible for maintaining academic integrity at City College – it is the rock on which the value of your degree is built..."

"...If you cheat on a test or plagiarize by using someone else's work or ideas, you defeat the purpose of your education. In addition, academic dishonesty is prohibited in the City University of New York, and is punishable by failing grades, suspension and expulsion...".

Social Equity - Admissions Policy

In admissions, the College assures equal opportunity for all qualified persons regardless of race, gender, sexual orientation, religion, color, national origin, age, disability, marital status, or veteran's status. This policy is stated in the college catalogs as well as in published policies.

Social Equity – Diversity

The school fully adheres and believes in the spirit as well as the letter of the policies and procedures of the college's affirmative action practices to provide equal employment opportunity and prevent discrimination. Such policies and practices of City College apply to persons in federally protected groups, including women, people with disabilities, Vietnam Era veterans, Blacks, Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan Natives. In addition, the University and City College have designated Italian Americans as a protected group for whom these policies apply [Statutes Enforced by AAO]. To that end, the Office continuously reviews policies and procedures pertaining to affirmative action, equal opportunity, and non-discrimination. The Office monitors and advises search committees on search and screen procedures; and develops and monitors the College's progress and diligence in pursuing goals set forth in the Affirmative Action Plan.

The college's web site posts an extensive plan to increase the diversity of faculty, staff, and students. to which the school complies in all practices and procedures. The plan may be viewed at: http://www1.ccny.cuny.edu/facultystaff/aao/EEO-Affirmative-Action-Policy.cfm

Social Equity – Disability Services and Accessibility

Within the Office of Student Affairs is the The AccessAbility Center (AAC) which serves the needs of the large and diverse community of students with disabilities attending the college. This center is dedicated to facilitating the self-advocacy of students with disabilities in order to engage in all activities of the college and operates under the principle that no person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity the college operates, sponsors or supports. It is also committed to providing services in an integrated setting appropriate to needs.

All disabilities are served, including those that are visible and those that are not visible. Disabilities recognized under the law include, but are not limited to learning, medical, physical, emotional, psychological, substance abuse, and HIV. They may be continuous or temporary

Students with disabilities may register for services by providing the AccessAbility Center with appropriate documentation of their disability. Initially, a staff member will meet with each student individually to discuss their documentation and particular situation, including the impact their disability has on overall functioning and responsibilities as a student.

The new Spitzer School of Architecture strives to be fully accessible to persons with disabilities. The facilities are barrier-free, hearing assistive devices are available in public meeting spaces, and the school's web site adheres to best practices of accessibility.

I.1.3. Responses to the Five Perspectives

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

The programs and the school contribute greatly to CCNY and CUNY as described above in detail in 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 degreegranting 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 lectures 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 non-studio 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 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 ASLAS 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 number of faculty.

Twenty three (23) elective credits are required for the B.S. degree, seventeen (17) additional 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 post-graduate 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

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. 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 a life-long trait to be nurtured and maintained as an overriding guide and principle.

Professionals on the faculty of the school provide an example for students as well as the most basic understanding of the profession including its 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

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. The location of the school in upper Manhattan, which is one of the most culturally and socially diverse parts of New York City, presents 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-for-profit, 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.

I.1.4. Long Range Planning

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:

- Redefine (reconfirm) the School Community Identity and Character Determine optimal school size, maintain diversity, integrate programs, create better communications systems including robust web site
- 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 (administrative) 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)

I.1.5. Program Self-Assessment

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. 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.

I.2. Resources

I.2.1. Human Resources & Human Resource Development

In this extensive section the following items are included:

FACULTY

Faculty Matrix – 2 years EEO/AA Institutional policies and procedures Diversity Initiatives Workloads of all faculty to support tutorial exchange IDP Coordinator Human Resource Development – contributing to the programs How faculty remain current Resources available to faculty School's Facilitation of research, scholarship, and creative Activities Sabbatical, release time, support of travel to professional meetings Appointment and Promotion Policies, Procedures, and Criteria Eligibility requirements for prof. development support Visiting lecturers and critics Public exhibitions

STUDENTS

Admissions – Master, Bachelor Individual and collective learning opportunities Student Support services – academic and personal and career guidance Field Trips Study Abroad Opportunities to participate in professional societies, organizations Student Research, scholarship, faculty-led research, Opportunities for new acquisition of new skills and knowledge outside classroom/studio Support to attend meetings

FACULTY

Representing a cross-section of the New York professional and architectural academic community, the faculty of the Spitzer School is comprised of 25 full-time members and approximately sixty adjunct parttime faculty. The full-time faculty provide the core teaching resources as well as the leadership. They also provide enthusiasm and skill in administering various activities, events and resources of the school. The IT resources, summer and continuing education programs, the admissions process and a host of other tasks are managed by faculty.

FACULTY WORKLOADS

As prescribed by the collective bargaining agreement between the faculty and the university, full-time faculty are required to teach 21 hours per year. Traditionally, studio hours are counted at ³/₄ actual time so that the typical eight hour design course is counted as six hours of teaching time for the faculty.

Courses with larger enrollment, typically above 25 students are typically counted at a multiple of the actual contact hours. For example, a 2 hour lecture course with sixty students might be counted with a multiple of 1.5 or three hours. In addition, "release" or "re-assigned" time is given faculty for various reasons. Tenure-track faculty are given, by university policy and collective bargaining agreement, 24 hours of re-assigned time in the first five years of their tenure run, usually at a rate of 4 to 5 hours per year.

Following is a list of faculty teaching in the two programs showing a general distribution of their time. See also the matrix showing the summary credentials for each faculty member along with the courses to which they have been recently assigned in Section 1.3.3. Resumes for each faculty member are included in Section 4.5.

FACULTY TEACHING IN THE B. ARCH AND M.ARCH PROGRAMS - FULL-TIME

Jacob Alspector	Associate Professor (80%) Comprehensive Design Office Practice (20%)	Thesis Studio
Nandini Bagchee	Assistant Professor (80%) B. Arch Des. 2 nd Yr Office Practice (80%)	Design, History/Theory
Hillary Brown	Professor (70%) M.S. Sustain. Prog. Coord (20%) Scholarship (10%) Assigned to 3 rd and 4 th yr U.G. Des.	Sustainability
Lance Jay Brown	Professor (75%) Studio Coord. (5%) Office Practice (20%) Comprehensive Design Arch 212	Design, History/Theory
Mi Tsung Chang	Assistant Professor (85%) IT and Lab Coord. (15%)	Digital Media
Jeremy Edmiston	Associate Professor (80%) Office Practice (20%)	Design Studio
Alan Feigenberg	Professor (70%) Dir. Advising (interim) (20%) Const. Tech. Coord. (5%) Salvadori Center (5%)	Construction Technology
Gordon Gebert	Professor (25%) Dep. Chair (65%) Office Practice (10%)	Digital Tech., Bldg. Info. Modeling
Peter Gisolfi	Professor (45%) Chair (30%) Office Practice (20%) 4 th Year Studio Coordinator (5%)	Design, Landscape History.
Marta Gutman	Associate Professor (85%) History/Theory Coordinator (5%) Scholarship (10%)	History/Theory
Ghislaine Hermanuz	Professor (25%) Director of Advising (75%)	Professional Electives

Denise Hoffman-Brandt	Associate Professor (75%) Landscape Arch. Director (10%) Office Practice & Research (15%) Collaborative Landscape/Masters Stu	Landscape Architecture dio
Bradley Horn	Assistant Professor (75%) Masters Director (10%) Office Practice (15%) Masters Vis. Studies Masters Studio (1 st yr)	Design & Vis. Studies
Fabian Llonch	Assistant Professor (75%) 3rd Year Studio Masters (2 nd yr) Coordinator (5%) Office Practice (20%)	Design and Const. Tech.
Francis Leadon	Assistant Professor (80%) 1 st Year Studio Coordinator (5%), Scholarship (15%)	Design
Dominic Pilla	Professor (80%) Office Practice (20%)	Structures
George Ranalli	Dean (80%) Office Practice (20%)	Design
Julio Salcedo	Associate Professor (80%) Masters Design (2 nd yr) Office Practice (20%)	Design Studio, Construction
Michael Sorkin	Professor (60%) UD Director (20%) Office Practice (20%)	Urban Design Electives
Elisabetta Terragni	Associate Professor (75%) Masters 1 st Yr. Design Bachelors 3 rd Yr Design Coordinator (5%) Office Practice (20%)	Design, Visual Studies
Achva Benzinberg Stein	Professor (80%) Office Practice (20%)	Landscape Design Electives
Christian Volkmann	Associate Professor (20%) Const. Tech. 4 th Year Design Solar Decathlon (60%) Office Practice (20%)	Design, Const. Tech.

Lee Weintraub	Associate Professor (80%) Office Practice (20%)	Landscape Design Electives
June Williamson	Associate Professor (80%) 4 th Year Design History/Theory Research (20%)	Design, History/Theory

Note: all full-time faculty are required to teach elective courses. Faculty who are actively engaged in office practice are involved a maximum of one day per week (20%)in practice activity during the academic year.

FACULTY TEACHING IN THE B. ARCH AND M.ARCH PROGRAMS - ADJUNCTS

Vanesa Alicea	Assistant	Co-op Ed, IDP Ed. Coordinator
Carmi Bee	Adjunct	Housing
Maria Berman	Instructor	Design Studio
Marshall Berman	Professor	Urban Sociology
Rosemary Bletter	Adjunct	History Theory Elective
Susan Cohen	Adjunct	Material Selection and Specs
Timothy Collins	Adjunct	Design
Joan Copjec	Professor	Urban Design Electives
Johanna Dickson	Adjunct	Design
Antonio Di Oronzo	Assistant	Digital Media
Alberto Foyo	Adjunct	Design
Antonio Furgiuele	Adjunct	Design
Domingo Gonzales	Instructor	Lighting and Acoustics
Arthur Haritos	Instructor	Design
Danny Hauben	Instructor	Drawing Electives
Ali Hocek	Assistant	Design
Leonard Hopper	Assistant	Landscape Eng. Systems
Lewis Iglehart	Assistant	Drawing Electives
Marcha Johnson	Adjunct	Landscape Elective
David Judelson	Instructor	Design
Vanessa Keith	Lecturer	Design
William Kenworthey	Adjunct	Landscape Studio
Joan Krevlin	Adjunct	Design
Setha Low	Adjunct	Urban Design Elective
Peter Lynch	Adjunct	B Arch Thesis
William Garrison McNeil	Adjunct	B Arch Thesis
Donald Mongitore	Professor	Construction. Technology
Christopher Noey	Professor	History
Irma Ostroff	Adjunct	Drawing, Curating Electives
Ivan Rosa	Adjunct	Design Studio
Daniel Savoy	Adjunct	History
Markus Schulte	Adjunct	Structures consulting
Morris Silberberg	Adjunct	Structures
Neal Spanier	Adjunct	Professional Practice
Graham Shane	Adjunct	Urban Design Electives
Robert Twombly	Adjunct	History Theory Elective
Anne Vaterlaus	Adjunct	Landscape Studio
Albert Vecerka	Instructor	Photography Electives
Suzan Wines	Adjunct	Design

PERSONNEL POLICIES AND PROCEDURES

All appointments, promotions, and decisions on tenure are fully prescribed by the university. They are described in detail in a document prepared by the City College Provost's office, available on the City College website at:

http://www1.ccny.cuny.edu/facultystaff/provost/upload/HANDBOOK_Policies_and_Guidelines_for_Reapp ointment Tenure and Promotion Fall 2005 .pdf

EQUAL EMPLOYMENT OPPORTUNITIES AND AFFIRMATIVE ACTION

The affirmative action policies and practices of City College to which the school adheres, are part of the University's goal to provide equal employment opportunity and prevent discrimination. Such policies and practices of City College apply to persons in federally protected groups, including women, people with disabilities, Vietnam Era veterans, Blacks, Hispanics, Asian/Pacific Islanders, and American Indian/Alaskan Natives. In addition, the University and City College have designated Italian Americans as a protected group for whom these policies apply [Statutes Enforced by AAO]. To that end, the Office continuously reviews policies and procedures pertaining to affirmative action, equal opportunity, and non-discrimination. The Office monitors and advises search committees on search and screening procedures, and develops and monitors the College's progress and diligence in pursuing goals set forth in the Affirmative Action Plan.

The school fully recognizes the way these factors interact to provide a positive and nurturing learning environment. The faculty administration is sensitive to, and quickly investigates, any situation or report suggesting breaches of these policies

The college's web site posts an extensive plan to increase the diversity of faculty, staff, and students. to which the school complies in all practices and procedures. The plan may be viewed at: http://www1.ccny.cuny.edu/facultystaff/aao/EEO-Affirmative-Action-Policy.cfm

IDP COORDINATOR

After providing informal Intern Development Program assistance in the school to students and to recent graduates for several years, as the instructor of the Co-op Internship course, the school in the Fall of 2010, appointed Ms. Vanessa Alicea as the IDP Educational Coordinator. Prof. Alicea is responsible for informing students and recent graduates generally of the role the Intern Development Program plays in the process leading to licensure. She 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. Prof. Alicea distributes written material regarding both the IDP and the ARE as well as relevant website references. Other activities and information events are planned throughout the year. Prof. Alicea provides individual advice and assistance to students and graduates by phone, e-mail and face-to-face meetings, assisting students to complete the required forms and to follow the necessary steps.

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 Prof. Alicea, in which students working in 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 when employment opportunities begin improve.
REMAINING CURRENT

The School supports faculty efforts to remain current in their knowledge and professional development. The School has attempted to supply each faculty member with a computer. In many cases software, some of which is quite advanced, has been supplied to assist faculty in remaining current in digital technology.

The school supports many requests for funds to support travel to conferences. Typically, a faculty member is expected to bear part of the cost – less when the individual is presenting a paper or otherwise actively participating in the conference or event. The School has supported faculty to travel to professional conferences at the following yearly levels:

2006/2007:	\$10,750.
2007/2008:	\$13.420.
2008/2009:	\$10,663.
2009/2010:	\$ 21,406.
2010/2011:	\$12,339. (to Feb. 1 st)

FACULTY SUPPORT

Faculty support takes many forms in the School.

Sabbatical leave is available for tenured faculty after six continuous years of service. One or two semesters may be taken. As a result of the faculty collective bargaining agreement, sabbatical leave support increased in 2009 from 50% of full pay while on leave to 80%, accounting for the sharp increase in requests for leave received for the 2010/2011 academic year as shown below. Sabbatical leaves must be approved by the Departmental Executive and the Personnel and Budget Committees which refer their decisions to the College Review Committee for final approval. To date, every request for sabbatical leave has been granted.

Semester	Number of fact Leaves	ulty
Fall 2006	0	
Spring 2007	0	
Fall 2007	1	Prof. Feigenberg
Spring 2008	1	Prof. Feigenberg
Fall 2008	0	
Spring 2009	1	Prof. Sorkin
Fall 2009	0	
Spring 2010	1	Prof. Sorkin
Fall 2010	3	Profs. Brown, Llonch, Hermanuz,
Spring 2011	4	Profs. Brown, Llonch, Hermanuz, Gutman (full support)

Publishing Support

The School is liberal in its support of faculty publishing efforts. Using Spitzer Fund money, several publishing projects have received grants for such things as travel to collections, obtaining rights to reproduce images, and underwriting of production costs. Faculty who have received support for publishing activity are:

Prof. Bradley Horn – "Ineffable" \$10,000 Prof. Salcedo-Fernandez - \$12,000 Prof. Lance Brown - \$16,000 Prof. Fabian Llonch - \$10,000 Prof. Michael Sorkin – 15,000 Prof. Roger Jose Oubrerie - \$15,000 Prof. Achva Stein - \$15,000

In addition, Spitzer Fund support has been utilized to publish two School publications:

<u>Research and Design</u> - Documenting the Spitzer School Faculty Exhibit, Fall 2009 CityWorks #3 – The Spitzer School annual publication of student work

PUBLIC LECTURE SERIES

Sciame Lecture Series

Beginning over ten years ago, the school instituted a regular lecture series generously sponsored by an alumnus. Based on a different theme each semester, the series comprises six or seven lectures each semester presented in the Great Hall on the main campus until Fall 2009 when the school occupied the new building with its own auditorium for up to 200 persons or a larger space which can seat nearly 400 persons. A videographer was commissioned each year to record the lectures. The archives reside in the Architecture Library. Starting in Fall 2010, the lectures are webcast live so that anyone with a web connection can view them live. These are also archived in the architecture library. The lectures since the last B. Arch team visit in 2006 are listed below. These lectures are typically attended by 140 to 200 persons including a large number of Spitzer School students, many faculty, and members of the public including professionals and persons from the New York City academic community. The lectures comprising the current semester series is published on the school's web site along with an archive of past lectures. <u>http://ww1.ccny.cuny.edu/ssa</u>

Lewis Mumford Lecture Series

Each spring, the Urban Design program organizes a major lecture which attracts a very wide audience from the school, the college and members of the public from around the region. Typically drawing 600-800 persons, the list of lecturers since the last visit represents a highly respected and renowned group of persons of high intellectual accomplishment and international acclaim matching that of the first lecturer in the series, Jane Jacobs.. The recent lecturers:

- 2006 Enrique Penalosa Columbian Leader and urban development expert
- 2007 Amartya Sen "Urbanity of Calcutta" Nobel Prize winning economist
- 2008 David Harvey. "The Right to the City"
- 2009 Paul Auster: "City of Words"
- 2011 Richard Sennett " The Edge of the City"

Conversations with Students Graduate Lecture Series

The Master program has, since 2008, organized each semester a series of informal talks and presentations which bring educators and practitioners together with M Arch students in a classroom venue. Taking place in the early evening after classes, in a casual, seminar-like setting, each of these events is attended by virtually all masters of architecture program students, including the M.Arch II cohort

and by several faculty. Although there are variations, the typical evening begins with a presentation by the guest followed by questions and answers usually leading to a discussion involving all present. The speakers, topics and the organizing theme for each semester since the last Masters of Architecture visit are listed below.

Spring 2008: Computational Design

- 3/04: Computational Design at SOM Neil Katz, SOM
- 3/28: Energy Matters Jason Vollen, RPI CASE Program
- 4/04: FabWare/AgentWare:Growth Incubators and the Iconoclastic / Alyssa Andresek, AA, U.K.
- 4/14: Architecture and the Art of Software Development -Michael Silver, Cornell University
- 5/02: The Per-form-ance of Sustainability / Jinhee Park and John Hong, Harvard University GSD
- 5/09: Uncounted Counts: SUrveying Contemporary Citizenship / Irene Cheng, Columbia Univ.

Fall 2008: Drawing in Architecture

- 10/20: Hunting Life; A Forever House / David Gersten, The Cooper Union
- 10/31: Some of My Speculative Projects Described / Michael Webb, The Cooper Union
- 11/10: Ackert Architecture, Projects and Reflections / Kim Ackert
- 11/17: Stratification / Guido Zuliani, The Cooper Union
- 11/24: Sensory Architecture / Sensory Design Group, Chris Perry and Michael Su
- Fall 2009 History and Theory in Architecture
 - 10/14: Rendering Architecture with Technical and Emotional Precision / Kurt Forster, Yale U.
 - 10/19: Enter Palladio's Mind / Guido Beltramini, Director of CISA, Vicenza, Italy
 - 10/26: The Past, Present, and Future of the Bronx's Blvd. of Dreams / Constance Rosenblum
 - 11/02: The Center of the World and Other Roadside Attractions / James Trainor
 - 11/09: Under Constraint / Enrique Walker, Columbia University, GSAPP

Spring 2011: Technology and Nature

- 3/23: Ed Keller: Recent Work
- 3/28: Lawrence Blough: Grafting
- 4/4: Felipe Correa: Research
- 4/8: Mitchell Joachim: Recent Work
- 4/11: Mike Silver: Recent Work

Student-Run Film Series

A group of Master of Architecture students began in Spring 2010 a film series, selecting films considered to be of specific value or interest to architecture students. These films were shown in the School's Sciame Auditorium in early evenings.

Spring 2010 – Identity

"Vertigo" – Alfred Hitchcock "Paprika" – Satoshi Kon "Spectral Houses" – Malachi Connolly (SSA alumni) "Dead Ringers" – David Cronenberg "Amateur" – Hal Hartley

Fall 2011 – Simulacrum – pairing films with their architectural counterpart "Playtime" – Jacques Tati.....Corporate Modernism "Run Lola Run" – Tom Twyker.....Deconstruction
"Let The Right One In" – Tomas Alfredson.....Vernacular Modernism in Scandinavia "The Celebration" – Thomas Vinterberg (Dogme 95).....Team 10 "Triplets of Belleville" – Silvain Chomet......Renaissance

Spring 2011 – Home: The Future is Local (5 films representing the birthplaces of 5 studio mates)

"Shiri" – Je-gyu Kang (Korea)
"Taste of Tea" – Katsuhito Ishii (Japan)
"Old Joy" – Kelly Reichardt (Oregon)
"The Ice Storm" – Ang Lee (New England)
"A Guide to Recognizing Your Saints" – Dito Montiel (Queens)

VISITING LECTURERS & CRITICS

The School places a great deal of value in the educational and assessment benefits of public design reviews. In addition to many interim presentations of varying levels of formality, the Departmental Chair schedules design reviews at the end of each semester and assigns school faculty to participate in the review of each design class. In addition the faculty in charge of each section is required to invite at least two additional reviewers from outside the school, made possible by our location in a professional and academic community comprised of hundreds or even thousands of persons qualified and eager to visit for this important task.

A representative list follows.

Joesph Fleischer, Architect, Partner, James Stewart Polshek Architects Peter Sweeny, Architect, Principal, Sweeny Architects Patricia Ficalora, Sculptor + Jewelry Designer, Principal, Patricia Ficalora Designs Levent Tuncer, Painter and Muralist Albert Vecerka, Architectural Photographer, Esto Studio Deger Cengiz, Architect, Partner, Voos Furniture Design Yule Lee, Architect, SOM Architects Richard Kim, Architect, KPF Architects Soo-in Yang, Professor - Columbia University + Principal - The Living Bruce Sparano, Principal - Bruce Sparano Architect Karin I. Tehve, Professor Pratt Institute + Principal KT3D Brian Ripel, Professor Pratt Institute + Principal RSVP Studio Kevin Bone, Visiting Professor City College + The Cooper Union Jason Vollen, Professor Center/Architecture/Science/Ecology (CASE) + Principal, Binary Design Fillip Teichman, Professor Pratt Institute + Columbia University Karin I. Tehve, Professor Pratt Institute + Principal, KT3D Bruce Sparano, Principal - Bruce Sparano Architect Matthias Neumann, Principal - Normal Design Omar A. Toro, Professor Pratt Institute Yael Erel, Professor Pratt Institute + Principal - Light Texture George Switzer, Principal - SwisLock Tim Lock, Principal – SwisLock Adam Dayem, Professor Pratt Institute David Gersten, Professor Cooper Union Frank Gesualdi, Professor Columbia University / Pratt Institute Brett Synder, Professor Columbia University + Principal – Cheng/Synder Design Jeremy Carvalho, Professor Pratt Institute William Feuerman, Professor Pratt Institute + Principal - Office Feuerman Michael Chen, Professor Pratt Institute + Principal - Normal Projects Amador Pons, Principal – Grzywinski+Pons Matt Grzywinski, Principal – Grzywinski+Pons Jeremy Barbour, Professor Parsons + Principal - Tacklebox Design

M. Arch and B. Arch Studio Instructional Consultants:

David Mans, Digital Assistant Jason Vollen, Sustainability

Dave Miller, Cost Estimation Jeff Feingold, Specification Writing Mark Collins, Ecotect Markus Schulte, Structures Donald Mongitore, HVAC

PUBLIC EXHIBITS

The Spitzer School building includes a 2900 square foot gallery space with over 200 linear feet of mountable surface, 12 feet in height and ample floor space for models and other objects. Located at the very center of the building at the base of an atrium which is 65 feet in height, this space is located just off the main entrance the building affording an excellent venue for public exhibits of all types. Presented there in the last year and a half:

"Research and Design" – an exhibit of SSA faculty work – Fall 2009 "With and Without Le Corbusier" – Jose Oubrerie – Spring 2010 "School Wide Student Exhibit" – Summer 2010 "Connections" – The work of Brian Healy – Winter 2011

Previous to moving into the new building, several exhibits took place in the smaller School of Architecture gallery in Shepard Hall:

"The Work of Frederick Law Olmstead"

" The Work of Andrew Zago "

Visiting Distinguished Professors

The school has an on-going commitment to two positions for visiting professors. The School has chosen to utilize these positions to bring to the school faculty who are distinguished in their respective fields and typically active practitioners who have successfully and demonstrably bridged the gap between practice (or active scholarship) and teaching. In addition to teaching in an advanced undergraduate or a graduate design studio, each delivers a lecture as part of the Sciame Lecture Series.

Fall 2006	G. Phillip Smith	Merrill Elam
Spring 2007	Kenneth Frampton	Mario Gooden
Fall 2007	Evan Douglis	Raimund Abraham
Spring 2008	Mario Gooden	Kathryn Dean
Fall 2008	Sara Caples	Hillary Brown
Spring 2009	Teddy Cruz	Karen Bausman
Fall 2009	Jose Oubrerie	Sara Caples
Spring 2010	Teddy Cruz	Brian Healy
Fall 2010	Kevin Bone	Robert Marino
Spring 2011	Brian Healy	Victoria Meyers

STUDENTS

ADDMISSIONS PROCESS

The process by which applicants to the accredited degree program are evaluated for admission varies. The Bachelor program admission process is highly automated and integrated with the University's institution-wide undergraduate admissions system while the Master Program admissions process is carried-out entirely within the School.

Bachelor of Architecture Admissions

Applicants to the Spitzer School of Architecture must file an application online by February 1st for fall admission of that year. The school does not accept new students in the spring semester. Freshman applicants must submit high school transcripts and SAT or ACT scores. Each of these applicants must also take the Creative Challenge test which can be accessed at the City College website. A description of the Creative Challenge test follows. The deadline for submitting the Creative Challenge is January 1st. Transfer students need only submit college transcripts if they have accumulated at least 24 credits.

All freshmen applicants who pass the Creative Challenge must also meet the following minimum academic standards:

- 1. 80 High School average of academic subjects
- 2. 950 combined SAT score on the critical reading and mathematics sections.
- 3. 2 units of English excluding ESL or at least 500 on the critical reading section of the SAT
- 4. 3 units of mathematics or minimum 550 on the mathematics section of the SAT
- 5. 14 units in all academic subjects

The admissions office will select students with the highest qualification if too many students meet the minimum requirements. Transfer students are accepted on the basis of the college GPA. A specific minimum transfer GPA is established every year depending on the desired number of transfers. In recent years the minimum GPA has been between 3.2 and 3.5.

The Spitzer School does not allocate seats for internal transfers. However, internal transfers are considered in August if any space is available after incoming freshman and external transfers are registered. Admission of these students is based on all academic records with special attention given to coursework completed at City College. Candidates are reviewed by the Director of Advising and the undergraduate advisor.

The Creative Challenge (New B. Arch Admissions Requirement)

The Creative Challenge is a home test that all applicants to the undergraduate program in architecture are required to take. It was introduced for 2010 admissions and the 2011 admissions currently in process, is the second year of the challenge. The test consists of four drawn or illustrative responses and one written response. The intention of the questions is to evaluate the creative aptitude of the applicants, in a form that traditional high school test scores and SAT scores do not. Applicants are required to make a CUNY submission to the college and submit the Creative Challenge to the School of Architecture. From the successful Creative Challenges, a selection is made of those that also made a successful CUNY application.

In 2010 there were 242 applicants that submitted a Creative Challenge. 301 applicants submitted a successful CUNY application from which 144 applicants submitted the Creative Challenge. From that pool, 120 were successful with their Creative Challenge. 39 students were enrolled to the 2010 class. This number was low (the target is 46) and for the 2011 admissions we are working to get the successful applicant pool up to 150.

Although the 2011 application process was still in process at the time of writing, to that point the school had received 201 Creative Challenges from which 160 were successful. So far there are 143 successful CUNY applications with more submissions due on March 01, 2011.

The Creative Challenges were graded for an understanding of the questions, the creativity of the response to the questions, potential skill in the responses, and the effort of the response. The Challenges offer a unique view into the way the candidate thinks about their environment and their place within the environment. The first question is to make an illustration or drawing of the candidate in a creative act. Often these were drawings showing the applicant playing soccer, baseball, dancing or playing a musical instrument. Some responses showed the applicant doing the Creative Challenge or making a drawing for the test.

The written part of the test asks the candidate to describe their favorite space, and many of the response focused on a space in their room or house. Some responses talked about the city and some of the places in the city for example the museums, parks and bridges. Others described the feelings of an undefined space.

The question which was the most challenging asked the applicant to draw an object at two scales simultaneously; most of the responses were literal and only a few were able to interpret the question more abstractly.

The skill of the responses varied from simple tentative line drawings, to fully rendered and shaded hand drawings. Some of the responses used mixed media, collage and drawing, photographs and digitally altered image material, and there were cutout and pop-up submissions. Any creative approach to a question stood out, as most responses were similar in their content, and this is where the Creative Challenge is most helpful. The creative response was unique and particular to an applicant's world view and attitudes, despite the skill that was demonstrated in the work.

The Creative Challenge is in its infancy, and there has been strong consensus amongst the reviewing committee to changing the questions for the Challenge each year. The current committee is making recommendations for a new set of questions for next year's applications. Currently candidates are asked to apply in a two part process, to the CUNY College and the School of Architecture. As many applicants fail to complete both parts of the application, the School of Architecture has asked the College to streamline the process, and while the College has been hesitant to do this so far, there are discussions under way to find a better solution to integrate the Creative Challenge with the CUNY application process.

Master of Architecture Admissions

Applications for admission are completed on-line through the college web-site. All applications must include a curriculum vitae, three letters of recommendation from persons familiar with the applicant's intellectual and design abilities, an academic transcript, a 500 word essay describing the applicant's interest in architecture, a portfolio of creative work, and a non-refundable application fee.

Although not required, applicants who are able can schedule an interview with the Director of the M Arch program to discuss any concerns as needed. As the program curriculum includes rigorous reading and writing requirements, students whose first language is not English must submit current TOEFL scores including permanent residents and citizens. The IBT TOEFL minimum score is 79. The deadline for the receipt of applications is January 15. Applicants are notified of admissions decisions by no later than April 15th.

Calculus and Physics: Admitted applicants to the March I program are required to have completed one semester of both college level calculus and physics. If these courses are taken after the application deadline, students must notify CCNY where and when the courses will be taken. All applications and credentials submitted (with the exception of the portfolio) are the property of City College and cannot be returned to students under any circumstances.

Acceptance letters will be mailed on April 1st. Letters of commitment are included in the acceptance package. Commitments by students need to be made no later than June 1st.

Immunization Requirement: All admitted students born after December 31, 1956 must prove immunity to Measles, Mumps, and Rubella, to attend college in New York. Acceptable proof of immunity may include immunization cards from childhood, immunization records from High School or other schools attended, or records from medical provider. If students do not have records they can be immunized again, or have a blood test drawn to prove they are immune to all three diseases. They may submit proof on or before the day of registration. The Wellness & Counseling Office in the Marshak Science Building, Room J15 provides vaccinations free of charge on the day of registration. This is a New York State regulation. Students who have questions regarding the immunization policy may call the Wellness and Counseling Center at (212) 650-8222.

INFORMATION FOR INTERNATIONAL STUDENT APPLICANTS

INTERNATIONAL STUDENTS SHOULD NOT EXPECT TO RECEIVE FINANCIAL AID International students should allow at least six months for completion of the application process. To prevent delays, they are encouraged to plan accordingly. The City College of New York does not have on-campus housing. Students may contact the CCNY Office of Student Services at studentservices@ccny.cuny.edu for off-campus housing information, or visit their link at the City College website, or call (212) 650-5370 for more information.

TOEFL Scores:

All applicants whose native language is not English and who have not completed a U.S. undergraduate or graduate degree must take the Test of English as a Foreign Language (TOEFL), and have scores submitted by the Educational Testing Service. A minimum score of 550 on the paper-based format, or 213 on the computer-based format, is required. Information about the TOEFL can be obtained by writing to TOEFL – P.O. Box 6151 Princeton, New Jersey 08541-6151 or by accessing their website at www.toefl.org. The Institutional Code for The City College is 2083. TOEFL scores expire after two years.

Foreign credentials

Credentials must be evaluated by an authorized agency to confirm that degrees are equivalent to a U.S. Baccalaureate degree. Recommended agency: Evaluation Service, Inc. PO Box 85, Hopewell Junction, NY 12533, Tel. (845) 223-6455, Fax (845) 223-6454, e-mail: esi2@frontiernet.net, website: www.evaluationservice.net. Other agencies: WES (212) 966-6311, LOGOS (212) 233-7061, or your country's Consulate.

Transcripts

International students from non-English speaking countries must have official academic transcripts sent, both in their native language and in English language translation. An authorized English translation must be done by one of the following: International students from non-English speaking countries must have official academic transcripts sent, both in their native language and in English language translation. An authorized English translation must be done by one of the following sent, both in their native language and in English language translation. An authorized English translation must be done by one of the following:

A. Consulate of embassy of the country that issued the document; or translations verified

- by consulate of the country issuing the document.
- B. Translation service or agency, or immigration/refugee association
- C. Issuing institution
- D. Faculty member of a U.S. university (typed on school letterhead, stating that translator

is a faculty member and his/her department; and including a signed statement from

the translator attesting to his/her familiarity with the foreign language).

Official translations must be prepared using the same format as the original, be verbatim and have all information translated, and be typed and signed by the translator. Translations completed by a notary public, the student or member of the student's family, or non-faculty school personnel will not be accepted.

PROGRAM EXPECTATIONS

All Master degree programs in the Spitzer School of Architecture are full-time day programs. There are no part-time, evening, or non-matriculated courses offered. In addition to tuition, books, and fees, students are expected to bear an additional expense on studio equipment and supplies. The academic year for the M.Arch II program consists of consecutive fall, spring, and summer semesters.

For information about tuition and fees, financial aid and scholarships, students can visit our website at <u>www.ccny.cuny.edu</u> Downloadable applications are also available from the website

STUDENT SUPPORT SERVICES

All students, undergraduates and graduates, are advised in the School's Office of Students Advising. This office is comprised of a director who is a senior member of the faculty and two full-time professional advisors from the non- teaching staff of the college. The Office of Advising provides all curriculum advising and conducts audits of student records at each milestone in the curriculum i.e. entrance into the third and fifth years and graduation. Advisors maintain an open door policy to ensure that students receive immediate help with any problem whether of an academic, financial or personal nature. The intent is to prevent a small difficulty from becoming a more serious problem or major crisis. The advising office attempts to remain accessible in order to address each problem at its earliest stage. In addition, the advisory staff maintains a close and continuing working relationship with faculty members providing another means of identifying in early stages, students' need for assistance.

Every effort is made to utilize the wide array of City College resources when addressing the needs of our students. A student experiencing a financial emergency may be referred to a specific funding source for these situations. Difficulty in a course may require tutoring offered in various departments and in the City College Writing Center. Potential or diagnosed learning disabilities are referred to the Accessibility Office. Career guidance takes many forms within the Spitzer School. An entering student may have questions about the profession which are initially answered in advising sessions. However, students are encouraged to learn about the architecture life from the many prominent practitioners who visit the school to lecture and participate in other events. The Spitzer School Alumni are an active force in providing career guidance to our students. They participate in panel discussions that focus on the trajectory from students' life to successful careers and provide internships in their practices. These opportunities have lead to invaluable mentoring experiences.

Advising staff suggest that students who are working, explore enrolling in the three credit Co-Op Internship course while they are performing an internship. This course, which is described in the "regulatory perspective" and in the course description section, allows students to better understand their internship experience within the context of the academic setting and professional expectations. Also the requirements for, and the path to, licensure are discussed.

Undergraduate students deciding to leave the architectural program are assisted in choosing another major and possible career. The advising office takes seriously the obligation to these students until they are situated in another department or even another college. While no formal reporting system is currently in place, several broad categories of reasons for withdrawing from the architecture program can be identified.

- 1. Architectural design is "not what I thought it would be" or "it's not for me".
- 2. "I like the certainty of engineering or science"
- 3. "I don't want to commit to the heavy work load"
- 4. "Family responsibilities and/or restrictions don't allow me to continue in the program."

Other reasons related to the above often heard by the advising staff are that students in these categories may have children or siblings that require care. Female students from traditional cultures may be

prohibited by family or cultural tradition from spending sufficient time in studios. Some students may need to work to help support their families.

The School is exploring development of a procedure to collect and a system to record in a more formal and structured manner, information gained from exiting students. Such an initiative might also include exit surveys of graduating students to gain information useful in the assessment of curriculum, teaching, activities and overall learning environment. See the "strategic planning" section.

In addition to graduate advisor, the M. Arch Director, Brad Horn, has office hours by appointment for meetings with students to discuss their paths through the three years of the program. This includes advice on elective offerings, formulation of independent studies, ta-ships, research assistantships, approval of professional internships and curricular balance. Additionally, the Director helps students with personal issues which may be of concern to students and advises them on possible solutions.

INDIVIDUAL AND COLLECTIVE LEARNING OPPORTUNITIES

Student Teaching Assistant Program

Purpose of Program: Architectural education in the school is organized around the design studio. In the first and second years of the Bachelor program, the instructional coordinators have developed a highly successful mentoring activity centered on teaching assistance activity. The faculty offer mentoring to the student assistants while the student assistants provide mentoring to the design studio students. The design assistants mentor students during four of the eight weekly class hours, and are required to visit students in the studios at least one evening or portion of a weekend day per week.

Student population: The design assistants are competitively selected from the upper years of the Bachelor's program and the the Master of Architecture Program. These assistants mentor students enrolled in years one and two of the Bachelor of Architecture Program at the City College.

Graduate Assistantships in History/Theory Teaching

Purpose: To provide support and mentoring of students interested in pursuing teaching and research in the field of architectural history and theory by providing them opportunities and compensation for teaching. Student Population: four to six students each year competitively drawn from the PhD. programs at the City University of New York Graduate Center. Teaching assistants are compensated at standard hourly rates for instruction. Number of students four to six each year – several continue over multiple years

Student Opportunities to Participate in Off-Campus Activities

There are numerous opportunities for students to engage in field trips and outside campus activities during the academic year and summer programs. Students are encouraged to participate in design competitions, take extended field trips, choose from typically 20-30 architecture and related exhibits exhibitions occurring annually in museums, galleries and other schools in the City of New York, visit sites of urban architecture and design in the City,

Field trips, Summer Programs and Internships

New York offers a plethora of activities and events that our students take advantage of including those sponsored by the AIA, the New York Society of Architects, the Municipal Arts Society, the Cooper Hewitt Museum, the Urban League, Museum of Modern Art, Guggenheim Museum (uptown and Soho), the New Museum, the Jewish Museum, and other colleges in the City including Cooper Union, Columbia University, Pratt Institute and the New Jersey Institute of Technology.

Field Trips

Taking advantage of the rich and varied destinations within a short train or bus ride, faculty organized for students literally hundreds of activities outside the class room and off the campus. These included the short trips as well as excursions to points such as Washington, D.C. to visit the Solar Decathlon competition. Below is a selection of the trips taken since the last visit.

ARCH 62100 (S11) Chinati Foundation, Marfa, Texas (+Houston, Fort Worth) / 13 students
ARCH 86100 (S10) Darwin Martin House, Buffalo, NY, Frank Lloyd Wright / 9 students
AES 24000 (F10) Yale University Campus, New Haven, CT / 60 students
Arch 51321 (annual) Environmental Simulation Center, NYC / 14 students
AES 21200 (annual) AIA New York Chapter / 85 students
ARCH 51100 (F10) Deans Roundtable, AIA New York Chapter / 10 students
ARCH 47301 / ARCH 61500 (annual) Seagram Building Equipment Rooms, NYC / varies
ARCH 48100 (S10) Bronx Museum, and Bronx Library Center, Bronx, NYC / 12 students
ARCH 48100 (S10) Diana Center, Barnard College, NYC / 12 students
ARCH 47100 (F10) High Line, West Chelsea, NYC / 15 students
ARCH 48100 (S09) Apollo Theater and 125th Street Corridor, Harlem, NYC / 14 students
ARCH 35100 (F09) Washington DC Solar Decathlon Tour / 45 students
AES 23000 (F09) Museum of Modern Art, NYC/ 12 students
AES 24000 (S09) Audubon Terrace, NYC / 14 students
ARCH 47100 (F08) "ECOGRAM" sustainability conference & exhibit, Columbia GSAPP / 12 students

Exchange Programs

The exchange program at the graduate and undergraduate level seeks to promote first -hand experience of selected cultures by an immersion in highly selective schools of architecture across the globe. At the same time, the foreign students admitted to The Bernard and Anne Spitzer School of Architecture become an integral part of academic and social life at our school providing further opportunities for cultural and architectural exposure at BASA. Our students are required to study studio, history / theory and technology courses at the destination university.

The exchange program follows the guidelines for all CUNY and CCNY exchange programs. The Bernard and Anne Spitzer School students apply, pay tuition, register and are finally graded at SSA. The students are selected using the following criteria:

- a. Current academic year attending.
- b. Overall Academic Performance.
- c. Command of language spoken at University of destination.
- d. Evaluation of statement of interest.

An advisor will be assigned to all SSA students to monitor and ultimately coordinate the grading of all work performed during the exchange program. The exchange program work will be graded by a committee of representative SSA faculty.

Spitzer School students are paired for the semester abroad programs. During the fall, there are TWO 3rd year Graduate students spending a semester abroad in Madrid and there are TWO 3rd year Graduate students spending a semester abroad in Barcelona. During the spring, there are TWO 4th year Undergraduate students spending a semester abroad in Madrid and there are TWO 4th year Undergraduate students spending a semester abroad in Barcelona.

At the exchange institution, Spitzer School students register for 3 required courses per semester: One studio course, one course in an area of technology or structures, and one course in an area of history / theory. BASA students can take additional courses if desired.

A Midterm and Final reports including notes on the overall experience, documentation on the courses taken and all material submitted for the courses taken is required from all BASA exchange students abroad.

All courses are graded at Spitzer School upon their completion by the exchange advisor and representative faculty. To this regard, the advisor consults the grading of the exchange institution and may further consult with faculty of the exchange institution.

Study Abroad

The School initiated a summer abroad studio in Spain open to graduates and undergraduates. The studio in Barcelona, Spain, started in 2002 has complementary field trips to various cities in the Barcelona region. Each year students compete for a select number of scholarships to the Ecole d'Art de Fontainebleau for their summer program. A number of our students have been chosen.

The Spitzer Traveling Fellowships, five in all, provide students with the opportunity to carry-out independent international travel to pursue a research project. These fellowships are competitively awarded to students from all programs on the basis of the quality and feasibility of the research projects they propose. These are described more fully below.

Student Literary Magazine

A group of students, supported by several faculty, published a student literary magazine. "Informality", in its 6th edition, the group was honored with the Douglas Haskell Award in 2009, being cited for the quality and originality of the writing, and a clear identity as a student publication.

The Douglas Haskell Award for Student Journalism was started to encourage the study of fine writing on architecture and related design subjects and to foster a regard for intelligent criticism among future professionals.

Informality published in spring of 2011 its sixth edition.

Competitions

Students are encouraged to participate in national and international competitions. Some competitions become an integral part of the studio courses where their nature and timing are appropriate. In addition, a faculty member regularly enters with a group of graduate students international competitions. Students may receive modest academic credit (2 or 3 credits) for participation. One recent example is the *Build a Better Burb Competition* (organized by full-time faculty member June Williamson) where a team of students led by full-time faculty member Denise Hoffman Brandt took home a top prize.

Student Opportunities to Participate in Professional and Honor Societies

There are currently two active student organizations in the School: the American Institute of Architecture Students (AIAS), the American Society of Landscape Architecture Students (ASLAS). Groups meet together and organize a variety of activities such as a speakers series, periodic displays and exhibits in the gallery space, walking tours of special areas of interest in New York, and social activities. These organizations breed individuals who seek leadership roles at the campus level. Starting in 2001, when the undergraduate honors programs began, the School has attracted a large number Honor Students each year, in many years the highest number in the College, with about 55% in the honors college and 45% in the honors program (the honors college being the "more competitive" of the two).

It is now M Arch I Program policy to provide all incoming freshman with membership to the AIAS to introduce them to the community and get them involved.

Awards and Scholarships

Approximately 45 prizes are awarded each year to students at the School's graduation convocation. Our students are very frequently successful in competition with their peers from schools around the region. A brief representative list follows of organizations which have conferred honors on our students:

MATTHEW W. DEL GAUDIO AWARD Chosen by the Comprehensive Design Faculty and given by the New York Society of Architects to the Best Thesis of the Class of 2006

Best Comprehensive Design Project in each Comprehensive Design Studio Recognized by the Thesis Faculty 4 each year.

AIA HENRY ADAMS MEDAL Given by the American Institute of Architects to the top ranking Bachelor of Architecture graduate

AIA CERTIFICATE OF MERIT Given by the American Institute of Architects to the second highest-ranking Bachelor of Architecture graduate

THE CENTER FOR ARCHITECTURE FOUNDATION OF THE AIA NEW YORK CHAPTER ELEANOR ALLWORK SCHOLARSHIP GRANTS Given to an outstanding student in a juried competition among the regional schools of Architecture Won by City College Student 2005 and 2006

I.2.2 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

I.2.2. Administrative Structure & Governance

Following is list of positions and persons comprising the administrative reporting structure of the institution and the school.

Provost and Senior Vice President for Academic Affairs

The Chief Academic Officer for the College. The Provost reports directly to the President of the Institution.

Dean of the Spitzer School of Architecture - George Ranalli

The Dean is the chief academic officer of the School of Architecture, responsible for providing leadership and administrative direction. The Dean is chairman of the Personnel and Budget Committee and an exofficio member of major committees – though in most cases without vote. The Dean also assigns membership and chairs to standing committees except the several prescribed by the governance and is authorized to form new committees from time to time as the need arises. The Dean serves at the pleasure of the President and reports directly to the provost/vice president for Academic Affairs, and sits on the College's senior administrative panel, the Review Committee, chaired by the Provost, together with the Deans of Engineering, Humanities, Social Science, Education, Bio-Medical Education (Medicine), Science and Professional Studies, two faculty representatives and the several Vice-presidents.

The Dean is the chief representative of the school in all external matters and therefore must interact with the university, the professional community, alumni, and other groups in the region and nationally.

Chairman, Department of Architecture - Peter Gisolfi

Schedules courses, assigns teaching responsibilities, chairs executive and curriculum committees. Oversees undergraduate professional programs in Architecture and two graduate programs in Architecture, a graduate program in Urban Design and two graduate programs in Landscape Architecture

Deputy Chairman, Department of Architecture - Gordon A. Gebert

Assists the chairman in scheduling, teaching assignments, and chairing, in the chair's absence, the executive and curriculum committees. Assists in overseeing programs. Carries out planning, special initiatives and projects as required.

Director, Masters Programs in Architecture – Bradley Horn

Director of both the 6 semester (3 year) Master of Architecture 1 program and the 3 semester (1 year) Master of Architecture 2 program. Oversees student recruiting and admissions, coordinates and guides curriculum scheduling and composition, prepares and coordinates accreditation submission for the Master of Architecture I program.

Director, Masters of Urban Planning (Urban Design) Program – Michael Sorkin

Director, Masters of Landscape Architecture Program – Denise Hoffman-Brandt

Arch. Coordinator, M.S. in Sustainability in the Urban Environment – Hillary Brown

Bernard and Anne Spitzer School of Architecture At the City College of the City University of New York



Director for Administration – Camille Hall

Manages finance, keeps financial accounting records, administers purchasing and manages budgets. Maintains records and executes actions for all School and Departmental personnel: full-time faculty, adjuncts, non-instructional staff, and students; is chief affirmative action representative for the School;

Student Services and Advising - Ghislaine Hermanuez (75%), other (25%)

(Alan Feigenberg – Interim Fall 10-Spring 11) Manage and coordinate all undergraduate advising activities. Responsibility for reviewing and recommending advising policies and procedures. Responsibility with Dean and Chairman for developing student recruiting strategies and activities.

Faculty Role in School Administration

In addition to governance-mandated policy-making responsibility, The faculty traditionally play an active role in administering the School as chairs of standing committees and in taking responsibility for certain operations. Following is a list of the responsibilities and those who are currently assigned to them:

Marta Gutman (5%)
Alan Feigenberg (5%)
Dominic Pilla (5%)
M.T. Chang (15%)
Francis Leadon (5%)
Antonio Furguiele (5%)
Elisabetta Terragni (5%)
Peter Gisolfi (5%)
Lance Brown (10%) [Jacob Alspector(10%)-10/11]

These faculty not only provide leadership, but are also expected to direct day to day operations and provide longer-term strategic direction and planning in the curricular areas they coordinate.

Staff

Architectural Librarian - Judy Connorton (100%)

College faculty member assigned and reporting to Central Library Administration See Architectural Library report below.

Graduate Advisor and Admissions Coordinator - Sara Morales (100%)

Responsibility for administration of all admissions materials, correspondence and management, and for registration and course schedule coordination for the Master of Architecture, Master of Urban Design and Master of Landscape Architecture programs. Also provides general administrative support to the Master programs and assists in undergraduate advising.

Undergraduate Advising — Arnaldo Melendez (100%)

Resident undergraduate student academic and career advisor. Responsible for distribution of academic and competition announcements and opportunities, and coordinates recruitment of undergraduates.

Digital Lab Technician —(unfilled) computing, (reports to Digital Media faculty) (100%)

Responsible for carrying-out physical and software support and maintenance of the School's computer equipment and networks.

Visual Resources Librarian — Ching-Jung Chen (reports to the Chair) (50%), other (50%)

Manages, maintains, controls, and distributes visual materials for faculty and students; responsible for the development and maintenance of the Slide Library and related collections; oversees reproduction and projection equipment; manages students and/or other personnel who might be assigned to the Slide Library.

Model Shop Director - Jorge Plazas (reports to the Chair) (100%)

Responsible for the organization, maintenance, and safe operation of the Architecture Model Shop; trains staff and students in the safe operation of equipment.

School/Departmental Office Assistants - Emily Ferrari and Carolina Colon – report to chair and dep. chair

Administrative Assistant to the Dean - Erica Torres (100%)

Staff Assistants and College Assistants – (4)

FACULTY APPOINTMENTS

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. Student representatives, elected by the student body, sit on the committee (with or without) vote. 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.

I.2.3. Physical Resources

Physical Facilities – The Building

In early 2006 an existing building, built in the mid-1950's and utilized for approximately 25 years as the college library was dismantled, stripped of its finishes and contaminants and prepared for a complete renovation to house new occupants, the School of Architecture. In the summer of 2009, the students, faculty and staff of the new Bernard and Anne Spitzer School of Architecture moved into its new quarters – a 130,000 square foot building with 31 studios, a greatly expanded library, class rooms, faculty and administrative offices, all new model shop and computer labs organized around a 60 foot high atrium with a public gallery at its base and a roof-top amphitheater at its top. At the ground level was space for the architectural outreach center. All finishes, partitions, systems and fenestration were new as were the furnishings and equipment.

This was the culmination of years of studying, planning, programming, designing and organizing, and it signaled a major commitment and a new vote of confidence on the part of the University and College to the students, the faculty and leadership of the school. The result was a new home for the school of

architecture which also received at about the same time a generous gift and a new name: The Anne and Bernard Spitzer School of Architecture.

The new Spitzer School Building is dedicated entirely to the Spitzer School and it includes all the facilities for the two architecture programs, the Landscape Architecture Program and the Urban Design Program. It also houses the architecture component of the Program in Sustainability in the Urban Environment and the The Architectural Center.

Included in the new Spitzer School Building are:

Library Administration Offices and support space Admissions and Advising Offices Computer Labs Classrooms with A/V 31 Studios – 27 exterior, 4 on atrium The Architectural Center Storage Reception Desk and area Lounge area Archives Program Offices Auditorium Large Exhibition Gallery Faculty Offices on dedicated mezzanine levels Model shop with laser and cnc workshop area Visual Resources Library IT support and server area Ample Presentation Areas Campus security 'branch' office Conference rooms Hospitality area Showers (mens' and womens')

The building HVAC systems are controlled by a state of the art building management system. Studios, exterior entries and critical spaces are secured with card-reader, and key-pad entry systems. The entire building is served by network access – wired and wireless - with redundant fiber/microwave connection to campus systems. Critical areas and functions are supported by an uninterruptable power system. The building entry configuration is designed for maximum day and night security to protect students who occupy the around-the-clock. Two or more security personnel are on-duty at all times.

The M.Arch office serves as a workspace for the director and provides a conference area and meeting space for M.Arch program faculty, consultation and meeting with students. The office also includes space for an M.Arch archive of work.

Additionally, the M. Arch office serves as the space for the M.Arch special library. This library is a small collection of books covering theory, technology and design. It serves as a resource for M. Arch students who can browse, check-out books, and discuss with the director of the program and with other students topics of current interest. We expect in this age of digital media and instant communications that this facility will help develop within the students a fuller understanding of the role and value of the printed word and collections of published material.

Physical Facilities and the Strategic Plan

The new building contains 31 discrete studios. These studios (each of a fixed area) determine a "container capacity" for the school's studio-based programs. Since the studios vary somewhat in size and configuration the individual effective capacities vary, depending on the program and level of the course assignment, from approximately 12 to as many as 16-18 students, each with a desk and approximately 70% with a second desk to use as a table or layout space. A careful analysis suggests that the capacity of the school is approximately 400 to 420 design students maximum. In order to not exceed this capacity, it is important to control studio course enrollments. However, since the School's policy is to not interrupt a student's progress through the curriculum, the only control that can be exercised is to limit first year admissions to the studio programs.

Based on the current admissions policies and attrition rates, studio population is expected to reach a "steady-state" condition in Fall 2015 with the following approximate enrollments in studio sections in the School's programs. Note that total school population will be greater since a number of students are not enrolled in design. We estimate that the total school population will be approximately 450-460 students.

PROJECTED STUDIO ENROLLMENT

2015

BARCH	Students	Per studio	Studios	\$
1ST	52	13.0	4	
2ND	50	12.5	4	
3RD	48	12.0	3	
4TH	46	15.3	3	
5TH	42	14.0	3	
MARCH				
1ST	26	13.0	2	
2ND	26	13.0	2	
3RD	26	13.0	2	
LAAR				
1ST	26	13.0	2	
2ND	26	13.0	2	
3RD	26	13.0	2	
<u>UD</u>	14	14.0	1	
MARCH II	6		1	
LAAR II	6			
Total				
Students	418		31	

Physical Facilities Problems

There are no major building problems at this time (other than capacity, perhaps) except that partitioning of two very large spaces into two smaller areas would yield two additional classrooms of improved performance. It is expected that this will be accomplished during the summer 2011 period when only a limited number of courses are in session and disruptions would be minimal.

The floor plans of the building follow.















Bernard and Anne Spitzer School of Architecture \mathbf{n}

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Digital Facilities

The Spitzer School of Architecture was one of the first schools in the country to provide computer instruction as part of the regular curriculum. Because of that fact, students have traditionally been highly competitive in the job market by virtue of their advanced CAD, 3D modeling, rendering and general digital media skills. The School has done well in staying current with recent advances in digital media by steadily increasing the amount of equipment, increasing the breadth and depth of application software, expanding the spaces available and by hiring faculty able to use and teach computing in the classroom. The move to the new building allowed a major step forward by providing increased and improved computing facilities, a great deal of new equipment, and an extensive infrastructure for greater connectivity.

While the School has not implemented a policy requiring students to acquire computers, most students own highly capable portable computers which are able to support the full range of software useful to architecture and studio education. Supplementing these personal machines, and for those who are without their own, the school provides a number of resources including a dedicated lab (the "cadlab"), desktop computers in the studios and computers and peripherals in the library. For presentation and discussion, various-sized plotters, a range of printers and large flat panel displays along with projectors are available throughout the school to students and faculty. CAD, modeling, and other graphic and architecturally-related software is supplied on many machines. Desktop workstations located in the Master Program graduate design studios are wired to the school's local area network. There are also various peripheral equipment in the master studios including such things as a small and a medium format plotters, scanners and other equipment dedicated to graduate architecture student use.

The School's facilities are fully served by wire and wireless access to high-speed internet service. This is supplied through a fiber-optic backbone from the campus central servers, and a redundant micro-wave link to provide secure and reliable service. A central uninterruptable power source is an integral part of the building digital infrastructure.

All areas throughout the school have high-speed wireless access to the internet. The sophisticated equipment installed as the building was being completed in Summer 2009, has recently been replaced by state-of-the-art wireless access points in an attempt to satisfy the very rapidly expanding demand placed by students and faculty on these systems.

Four laser cutters are located in a secure area of the model shop managed by student assistants. These computer-controlled cutters to which the students have considerable access nearly around the clock, seven days a week, allow students to experiment with more direct and rapid processes of shifting between drawings, physical models and digital representations.

Overall management and direction of the School's computing facilities is provided by a full-time faculty member with limited release from classroom teaching to carry-out this assignment. Reporting to him are two teams. One team manages and monitors the CadLAB and digital teaching space; the other is responsible for systems maintenance. Each team includes typically six to eight college assistants – students paid to work up to twenty hours per week. Thee IT teams operate and maintain the various servers, network cabling and related equipment, and the peripherals such as plotters, printers, and scanners. The CadLAB assistants make the student computing laboratory available on an extended schedule. These paid college assistants do such things as assist students, keep plotters and other equipment supplied with paper and ink, manage inventories and generally monitor the areas to make certain the labs and the equipment in them are kept orderly and operational. Funding for IT technician assistants has been provided by CCNY Student Technology Fee Internship program, and funding for CadLAB teaching assistants has been provided by general Spitzer School funds.

A policy and procedure was implemented in spring 2005 for printing and plotting which provides every student with \$100. credit each semester toward hard-copy plotting and printing services (scanning and other peripheral use does not bear a charge). Charges for paper and ink, which are well below market

rates (we have not increased pricing for six years) are automatically posted to students' accounts through a dedicated print server and sophisticated accounting system which works very well. The initial \$100. allocation is covered by general school funds. If students spend their allocation down through the semester, they can replenish it by buying ink or paper to exchange equal value of printing money– a relatively rare occurrence. This procedure has been in place since Spring 2005, though it has been refined somewhat from time to time.

Throughout the school, a large number of sophisticated workstations, network servers, plotters and other peripherals have been added over the past several years. Through fees collected by the college from students taking certain 'technology courses, we are able to keep the equipment including servers, switches, and other network equipment, fully up to date on a "rolling" basis to avoid obsolescence. Each summer, the workstations in the main lab are replaced with the latest and most powerful workstations available. The machines taken from the main lab are moved to other facilities, and older less capable machines are retired. We have met our goal of replacing at least1/3 of the oldest equipment each year thereby keeping the inventory from excessive aging and becoming obsolete. Nearly all of these resources are available in whole or in part for instruction, student project work and course exercises.

The School's network is Microsoft-based. All workstations are wired to the network and virtually all are Windows-based. The accounts (assigned to each student who has a computer course, or any need for computing in the school), software, equipment and security are overseen by a faculty member and administered by several trained technicians with the assistance of several paid student workers. In the past semester, staff have upgraded all servers and added two high power domain servers, 2 Network Attached servers, and a dedicated print server with updated version of print management software. A DELL multi-core application server has been installed with "Backburner" software to allow students to experience rendering on a multiple-machine networked system.

Two dedicated digital areas or "labs" are each fitted with 22 Intel/Windows workstations, a black/white laser printer, a color network laser printer and several large format plotters. They are available to students nearly 24 hours per day, seven days a week using the new magnetic card reading entry system, One space is dedicated entirely to student use; the other supports student use except for the approximately 16–20 hours per week which are scheduled for courses which require in-class computing access. These facilities are kept open for student use during the hours of the normal work week by the computer technicians and during most evening hours and much of the weekend time, the facilities are kept open by college assistants. These personnel are responsible for securing the room, and assuring that the facilities are used according to School policies. At critical periods, particularly at the end of semesters, when there are heavy studio project demands, the facilities are usually available 24 hours per day.

In addition to the two digital classroom-work spaces, a multi-media lab has been installed for instruction in the architecture library. This multi-media lab has 20 high-end work stations with large monitors and a LCD projector and is used for library instruction and for general instruction when the extra space is needed. The library also houses a space equipped with several workstations, scanners and printers along with several copiers.

The School has managed to provide quite adequate levels of current and relevant software for student and faculty use on departmental equipment. A number of years ago the School entered into agreements with several major software suppliers. The agreements have been upgraded periodically so that we now have 500 licensed copies of all AutoDESK products and unlimited licensed copies of Microsoft Office, unlimited licensed copies of Symantec Antivirus, unlimited licensed copies of Windows OS, unlimited licensed copies of Arc GIS software, along with adequate access to Adobe products. All students who have working CCNY e-mail address, are able to download all AutoDESK products as student versions for free. In addition to a generous number of licenses for each package, the arrangement provides the School with continual updates of all packages and a superior level of immediately accessible technical support. Microsoft Office applications (word processing, spread sheet, etc.) are available on all machines, along with Adobe Photoshop, Illustrator, InDesign and a variety of other applications. New CAD, modeling, imaging and visualization software will continue to be added.

The School has also managed to provide many design studios with a medium format (24" wide) plotters and 11X17 printers. In the Master of Architecture and Master of Landscape Architecture programs, both 24" plotter and 36" plotters are provided with a number of networked computers. This studio equipment provides students with continual access to printing and internet access.

The Visual Resources Library (formerly the slide library) has added several online databases for students and faculty to access a large inventory of digital images. Both the architecture librarian and visual resource librarian have been highly active in the digital domain and are in constant demand from persons throughout the College to provide instruction in the use of digital resources for research and scholarship. They have taught courses for students and faculty and are very active in encouraging student and faculty use of the library information resources.

Administrative offices are also provided with a full complement of equipment including large format flat panel monitors and wired network connection to a dedicated secure server.

A summary of the facilities and equipment available follows:

Administration and Other Offices-

Various Pentium workstations w/ 24" & larger monitors Various printers, scanner, Xerox Color copier and faxes

HARDWARE INVENTORY SUMMARY -

Pentium dual-core Level Workstations with Discrete Graphics	94 systems
Mac Workstations	2
Large Format Inkjet Plotters	8
24 Inch Plotter	10
11x17 Laser Printers	10 to 12
Scanners	7
Scanners – large format	2
Servers	12
Miscellaneous 3D printing, production, and scanning equipment	7

In the future, it is expected that University and College resource allocations will continue to flow to the school so as to allow us to stay qualitatively and quantitatively current with on-going trends in the field and accommodate the demands placed on digital resources by students, faculty and the changes in architectural practice. Of particular concern is obtaining funds for, recruiting, and retaining qualified technical assistance on a continuous basis.

I.2.4. Financial Resources

Financial resources flow to the Spitzer School through several channels. General university funding of operations is allocated each year by the state legislature and distributed to the colleges, including City College, through funding formulas based on enrollment and tuition, and to an extent on certain special programs at each campus. Capital funding decisions are made by the state budget office, the University Board of trustees and University Facilities Planning, Construction and Management office. In addition, additional allocations can be obtained for special purposes or needs from the State (rare) or the university from time to time. Additional funding from outside sources for research and development projects is

received directly by the School (through the CUNY Research Foundation) along with recovery of some indirect costs, both of which have provided some discretionary resources.

Mitigating these fluctuations to some extent is a regular annual supplementary allocation of operating funds committed by the University Central Office. Also, the Spitzer funds, which were first received in spring 2009, have had a considerable positive effect on the school's financial condition, as described below.

Full time faculty salaries are prescribed by collective bargaining agreements, and therefore have remained stable, increasing modestly each year through contractually mandated cost of living adjustments and yearly upward increments. There are no merit increases nor other financial incentives provided for superior faculty performance, other than promotions through the ranks to full professor and in very rare instances, the rank of distinguished professor. Adjunct funding for the college grew through 2010 and is now declining as new full-time faculty have replaced adjuncts. Support and administrative staff have grown modestly. The amounts expended for adjunct and full-time faculty since 2006 are shown in the accompanying financial reports shown below.

The 'other than personnel service' (OTPS) funding has grown since the last accreditation visit. Funds made available to the school are expended on such things as office and instructional computer supplies, equipment repair and replacement, equipment, and supplies for the visual resources library.

The Spitzer School has had great success relative to capital spending and endowments. In the Fall of 2009 after a number of years of planning, design and construction, the school occupied its new quarters, representing a capital investment of over \$55 million including nearly \$2 million for new furnishings and equipment. The building is described in another section.

In 2008 and 2009, through the considerable efforts of the college president, the dean of the school, and the development office, a number of gifts were received from various benefactors. And in the spring of 2009, Bernard and Anne Spitzer generously pledged \$25 million to fund an endowment for the school and provided an initial gift of \$1 million.

The endowment and the initial gift had placed on them the stipulation that they were not to be used to fund any normal or "day to day" expenses. Rather the funds were to be used to add new activities or substantially enhance existing activities.

The intent of the initial gift of the Spitzer gift was to raise very quickly the visibility, perceived quality and general reputation of the Sptizer School amongst professionals, policymakers, and the general public. The emphasis in the first phase therefore is on such high-profile aspects as producing quality publications, implementing an improved and expanded web site, and expanding public events, as well as providing effective support to students and faculty. This academic year, a number of significant activities were initiated, or are firmly committed, including:

- A publications program to showcase faculty and school work,
- A major exhibit mounted in the gallery,
- Initiatives to support students and their activities,
- Merit-based traveling fellowships for competitively selected students to advance their studies,
- Initial design and the first phase of development of an all new school website,
- Production of the SSA newsletter, an award-winning publication generated entirely by students, and several other publications

• A widely-attended opening celebration to announce the Spitzer School to the public and professional communities.

Through 2014, spending from the original \$1 million will provide support for:

- Approximately four faculty and school publications each year (two fully-funded and two-partial funded),
- Publication of City Works containing student work, the SSA newsletter, and Informality, the students' own publication,
- Faculty development
- A number of full-tuition and partial-tuition student scholarships
- Special architecture library initiatives,
- One major exhibition each year associated with an exhibition publication.

Beginning in 2015 and extending through 2019 income from the newly established endowment will provide:

- Increasing student and faculty support,
- Symposia on a regular basis with an attendant publication,
- Inauguration of the Design-Build Program (2019), and
- Launch of the Spitzer Prize (2030)

Should additional funds beyond the original funding plan become available sooner, the School could:

• Increase the number of need-based full-tuition student scholarships,

• Provide additional merit-based student travel funds exposing them to national and international architectural sites,

- Increase the number of research and travel grants available to faculty to advance the professional and academic standing of the School,
- Provide the architecture libraries with increased support for electronic and print subscriptions to professional journals,
- Begin the Design-Build Program earlier,
- Commence awarding the Spitzer Prize earlier.

Master of Architecture Special Funds

Since graduate students at the college pay higher tuition than undergraduates, the programs in which graduates are enrolled receive supplemental funds based on graduate enrollment. Listed in the revenue/expenditure reports as "tuition sur-charge", the amount received by the master program this year will be approximately \$55,000. These funds are used by the program director tor items which enhance the learning experience of the students, support special activities and aid with the day to day operation of the program. The general pattern of spending for the current fiscal year 2010/2011 is likely to become the norm for the foreseeable future. This includes roughly 25% for advertising, 25% for the lecture series and consultants, 25% for student travel, and 25% for remaining items such as equipment, software, food, supplies, graduate assistantships and membership fees.

Comparative Data

Comparative data from other divisions in the institution could not be obtained for this report at this time since the office of finance is currently in transition. However, we anticipate that the requested information will be forthcoming and available in the team room during the visit.

Future Financial Conditions

Funding by the State of New York is projected to be decreased over the next several years. The school should be able to absorb projected cuts in OTPS and adjunct revenue through several means. The full-time faculty revenue is fixed, and barring lay-offs of full-time faculty, which the Chancellor has ruled-out, the core faculty will remain at its current level, including two new hires appointed for Fall 2011. Adjunct funding is expected to decrease. However with eight new faculty and the two additional joining in Fall 2011, the adjunct reductions should be mostly offset. To the extent that reductions are not offset, section sizes can be adjusted upwards somewhat and electives could be reduced without serious effects on the

program. Students would not be impeded in their progress towards graduation, and learning experiences would not be limited nor degraded

Financial reports for the years 2006 through the present follow, along with projected future budgets. OTPS (equipment and supply budgets) will almost certainly be reduced but as the proportion of graduates increases relative to the size of the undergraduate population, the additional income derived from increasing graduate enrollment should offset the budget decreases.

There have been no changes in funding models since the last visit, nor are any anticipated other than the graduate/undergraduate enrollment and the full-time/adjunct ratio shifts – both of which work somewhat in favor of the school.

Following are financial reports detailing revenues and expenditures from Fall of 2006 to February 1st, 2011.

1.2.5 Information Resources

Following is a report submitted by Prof. Judy Connorton, Chief Librarian of the Spitzer School Library.

The Bernard and Ann Spitzer School of Architecture	Architecture Program Report
ARCHITECTURE LIBRARY REPORT	February 2011

Information resources in The City College of New York Architecture Library (the Library) include primarily books, journals, student thesis materials, and electronic databases, the latter of which can be accessed 24/7 from off site. These materials support the teaching and research goals of the Anne and Bernard Spitzer School of Architecture (the School).

The Library is a division of The City College Library and is housed apart from the main library in a separate unit within the School.

I. Context and Institutional Relationships:

- The collections support the architecture program at the undergraduate and graduate levels (SSA now offers four graduate programs). The Science/Engineering Library on campus supplements the Library's collections in the area of architectural technology and engineering particularly. The main Cohen Library's collection of NA and H titles also extends the Library's offerings. Counting this latter collection, our Library now offers approximately 35,000 volumes—monographs and bound journals.
- 2. We can also arrange access to Columbia's Avery Library and other libraries in the City through the METRO consortium to which we belong. Online requests for books throughout the City University system can be made by students and requested books are delivered within several days to our campus for them. Students also can access another Inter-library loan system through WorldCat which allows them to request books and digital journal articles from libraries throughout North America.
- 3. The Architecture Librarian (the librarian) administers the Library. She reports to the Chief of User Services. The Library's staff consists of a full-time office assistant who has been in place since 1999 and approximately eight part-time student and college assistants.

II. Library Collections:

- 1. The Library's collections support the curriculum requirements of the degree programs in architecture, urban landscape architecture and urban design on the undergraduate and graduate levels. We offer strong support of the School's curriculum and research efforts of its faculty through service and resources, both print and online.
- 2. The librarian works closely with the directors of new programs such as the new Master program in Sustainable Urbanism. She has been proactive in working with the professors teaching in this degree program, meeting with them and recommending books for the program as well as soliciting suggestions from them. She is working too with the history faculty in thinking about the library support necessary for a future PhD program in architectural history.
- 3. Our materials are primarily books, and our collection is particularly strong in architectural history, monographs of architects, building types, architectural criticism and theory, landscape architecture, urban design, and technology. We are strong too in materials relating to New York City architecture and city planning. We try to maintain currency in our monographs and elicit recommendations from all faculty members regularly as well as students. We work hard at keeping up to date with current monographs and reference materials needed by our patrons.

Fortunately, the main library has been able to provide access to increasing numbers of online databases, many of which offer electronic books—such as, eLibrary, SpringerLink, & Wiley—as well as access to digital full-text articles in a broad range of databases important to our students in the School.

Our NA (Architecture collection) in the library offers nearly 13,000 titles. Approximately 1,250 NA titles reside in the main library.

Both the main Cohen Library and the Science/Engineering Library, as noted, supplement the campus holdings of this Library in the areas of city planning, technology, and engineering.

4. Journals: We have a collection consisting of the most relevant architecture journals and are getting stronger in additional foreign titles. Since our 2006 Accreditation visit, thanks in part to the School's contribution, we have added a number of international titles including *A10, Arquine, AV monografías, GAM Graz Architecture Journal, JOLA, the Journal of Landscape Architecture, The Plan, 'Scape,* and *Topos,* The Library now receives 94% of the journals on the Association of Architecture School Librarians (AASL) Core List (50/54 titles). While our serials collection is mainly a print one, more and more titles are transitioning to an online platform to which we have access. The journals collection is strong retrospectively. Approximately 160 titles, no longer received or defunct, are available in both complete and short runs. Several non-journal serial titles, such as *The Papers of Frederick Law Olmsted,* are currently received.

We offer several online indexes to our students: The Avery Index, Art Full Text (this is also an index), Applied Science and Technology Index, and the Architectural Periodicals Index. The Library's Web site contains links to these databases. They are accessible off site also.

- 5. The Library offers the Oxford Dictionary of Art online as well as ARTstor. The former offers substantive information on architectural subjects and ARTstor offers a large and growing collection of high-resolution digital images in architecture.
- 6. As noted the VR collection is in a separate area near the Library. The Library has a minimal number of videos, DVDs, and CDs.
- 7. The Library also has *The National Register of Historic Places*, Part 1, on microfiche as well as the microfiche set of HABS measured drawings for NY State.
- 8. Conservation and preservation: The new Library with 2.5 times our previous space enables us to avoid the overcrowding that was causing harm to our books as they were tugged at by students resulting in torn bindings. Books are regularly mended in-house or at the bindery. Rare and fragile items are housed in Special Collections in the main library, where they are readily available for consultation.

III. Services:

1. **Reference:** We are committed to service in the Library. That is our number one priority. Our student assistants are made aware of this and are attentive to patrons' needs while at the Reserve/Circulation Desk. The full-time assistant is skilled in library service and is nearing the end of her studies for a Master degree in information services. She is very helpful to our patrons and works well with teaching faculty also. The librarian does one-on-one reference and also teaches research sessions for many students. She spends scheduled time at the Desk and is always on call when a patron needs more than the staff can provide.

2. Information Literacy: The librarian is proactive in approaching faculty by email and in person to sign their classes up for research sessions. These sessions are not always incorporated officially into a faculty member's curriculum, but a number of professors make it a point of designating a class time for this service. She works closely with faculty who respond to tailor sessions to their students' needs and she has also created a google.sites guide for architectural research and shares it with students and faculty. Each semester her contact information is supplied to faculty who add it to their course syllabi for their students. The librarian also participates in the library-wide effort to teach literacy skills in the college's Freshman Inquiry Writing Seminars.

The architecture research sessions focus for the most part on the electronic databases that the Library licenses for its users. Effective use of these requires careful explanations of how to choose and use these resources, how to access them from off site, and how to evaluate their helpfulness. Students have access to a wide and growing group of online databases which include JSTOR, Web of Science, Academic Search Premier, eLibrary, GreenFile, BuildingGreen Suite, SpringerLink, and Project MUSE among many others. Ethical use of these materials is stressed and plagiarism is discussed. The librarian points out resources to students for citing their information in papers and presentations. It is important to note that the librarian also emphasizes the value of both printed books and journals in the architecture field as these still can be the primary tools for finding information about architectural subjects. Discussion of copyright issues often comes up.

The librarian's google site: Architecture Research S101 is used in the architecture research sessions she teaches. The site points to a few research guides, a link to recommended web resources, and information on plagiarism.

3. **Current Awareness:** Since 2000 the librarian has compiled Selective Bibliographies posted on the Library's home page to accompany the School's lecture series. Currently the site offers nearly 100 bibliographies. Clippings on architecture and related subjects are routinely posted on the entry bulletin board to promote student awareness and our staff posts current book jackets also. The librarian emails memos and makes announcements at faculty meetings re news in the Library.

The librarian designed and helps maintain the Library's home page which points to useful links for research. She also has archived on the home page about 75 recommended architecture web sites (subject resources) with annotations that can be helpful to students in their architectural program.

- 4. Access to collections: The Library offers ease of use to all. Wide aisles and openings to various rooms such as the lounge and the copier room invite all in. We offer a wheelchair lift to the Mezzanine level which can be self-activated or run by a staff member. Our prime location by the building's front entrance puts the Library front and center and we're happy for that as we want to provide as much service to as many users as possible. The building's ground-floor elevator or a circuitous ramp provides direct access to our first-floor location.
- 5. **Organization and cataloging of the collections** provide adequate physical, bibliographical, and intellectual access. Cataloging is done by catalogers in the main library, according to national standards and through participation in national cataloging networks, by the company from which the CUNY libraries now jointly purchase a large percentage of their monographs, and by a centralized CUNY cataloging unit. Library materials are usually cataloged within a reasonable time. We've arranged our materials in a logical manner and now offer a "New Books" section

which invites users to browse serendipitously. New and prominently displayed floor plans, executed by one of our student assistants, offer clear color-coded directions to Library materials.

- 6. **E-reserves:** Adoption of the ERES system several years ago has been a real boon in making professors' reserve readings available online to their students 24/7. The Library assistant handles this efficiently and is well regarded by professors whose materials she scans and uploads.
- 7. Outreach to adjunct professors: The librarian makes a point of emailing all new adjuncts, welcoming them to the School and inviting them into the Library to discuss the ways we can assist them, including e-Reserves, explaining how our electronic library system works and making sure they're in it, giving them the contact information for activating a BlackBoard site, etc. The librarian offers to give their classes a research session and in general tries to make them feel comfortable in their new setting.
- 8. Circulation policies are online and also available at the Circulation Desk. The hours open are convenient but not long enough for the students. If the staff were larger, we'd remain open on Sundays and probably a few hours later during the week. Reserve materials are always available during open hours.
- 9. **Cooperative agreements:** Interlibrary Loan/Document Delivery is available for faculty, graduate students, and undergraduates. The CUNY CLICS system allows all in the CCNY community to request online books from any other CUNY library. In most cases requested books are sent to our campus within several days of the initial request. Patrons are emailed to pick up their requests.

Books outside the CUNY library system can be requested online also through the WorldCat databases. In this way students and faculty have access to books and digital articles from throughout North America. These requested books take a week to 10 days to arrive. Articles are emailed more quickly.

The Library also participates in the METRO cooperative agreement that provides our patrons onsite access to a wealth of resources in NYC metropolitan area libraries.

IV. Staff:

- 1. Structure: The librarian reports directly to the library's Chief of User Services who in turn reports to the Chief Librarian who reports to the Provost. In addition to frequent informal contacts, the librarian meets regularly with the campus library faculty and the library's division chiefs. She sits on library committees and edits the library newsletter.
- 2. The college's librarians have faculty status. The librarian is an associate professor. The Visual Resources head is also a librarian. Librarians serve on campus-wide committees including the Faculty Senate. The librarian has been a senator and a member of the faculty senate's Executive Board in the past. Librarians are expected to be active in the university (CUNY). The Librarian was a university faculty senator for approximately eight years and chaired that body's Library and Information Technology Committee for several years. She was also a delegate to LACUNY, the CUNY librarians' association and participated in planning annual conferences.
The librarian attends the School's monthly faculty meetings where she learns of the School's concerns and plans. She is free to contribute. The Library and librarian are considered part of the educational team.

3. **Professional expertise:** The librarian has a Master degree in library science and in public administration. She had been an academic law librarian for several years early in her career.

The librarian has been an AASL member since 1993 and served as president in 2001/2002. This national organization offers wonderful opportunities to exchange information with one's peers and to learn from them. The librarian attends yearly conferences and monitors and contributes to the group's listserv. Currently, she is the AASL archivist and a member of the Awards Committee. She served as 2004/05 chairman of the active New York chapter of the national Association of Art Librarians (ARLIS) and remains a member.

4. **Support staff:** Full-time staff need a high-school degree and must pass a test to be placed on the list of prospective employees. There is a written job description for the Library's office assistant. The current assistant, Nilda Sanchez, is particularly qualified, possessing her BA and working towards her MLS. She offers more credentials than the position officially requires and is skilled in MS Word, Excel and Desktop Publishing.

We currently have a reliable staff of students and are fortunate that this is usually the case during the academic year. We have had an extra college assistant the last few years as the School is paying for this additional position for up to15 hours a week. This has been a terrific help.

5. Compensation: The librarian's salary is commensurate with librarians in academia, better in some cases. Considered as faculty, however, our salaries are falling behind those of other institutions. The office assistant's salary is insufficient, as is the salary of the student assistants.

V. Facilities:

- 1. **Space:** The Library is newly located on the main floor of the School's renovated Spitzer Building. The Library is enjoying this prominent positioning and we see more students studying here than in the past in our old quarters. As described in Section III, no. 4 above, our new library is a welcome change from our past quarters. We're delighted with the space and light and the ADA compliant access as described in that section.
- 2. Equipment and Furnishings: In our new Library, we have an Electronic Classroom that offers 22 computers and projection capability. This is a terrific setting for the research classes that the librarian conducts. The room is also used by other campus librarians. Computers are all new. We offer an additional 11 up-to-date computers for public use. The Library offers wireless connectivity to those using their own laptops. We have three copiers (one color). Public printing (b&w and color) from computers is available. These services for the most part are housed in our computer/copier room. Next to this room is our Lounge, which houses current issues and journals (for the last five years) and oversized comfortable seating for users.

All our furniture is new. It looks terrific. Carpeting is durable and attractive, and our oversized windows let in lovely northern light to our two-story Reading Room--an inviting place to read and study. Quite often all tables are in use. Our Mezzanine level offers more comfortable seating and 23 carrels for students. Two spacious Group Study Rooms are available for use on the Mezzanine as well.

VI. Budget, Administration, and Operations:

1. Funding: Since the last Accreditation visit, funding for books had improved for the most part over the 2000-2005 time period. The economic downturn has impacted the Library's recent budget, though the School has stepped in to help fill the gap. The School has been generous in supplementing the Library's budget. The School gave the Library approximately \$11,000 extra for book purchases and journal subscriptions in 2009/10 as well as almost \$10,000 annually for a college assistant discussed in the staffing section above. While the main library's allocations for books in general are currently low, it continues to support the Library's electronic databases and electronic books, Sanborn maps, and journal subscriptions.

Funding for books:

- a. 2006/07: \$24,400. Included a first-time \$3,000 School contribution.
- b. 2007/08: 17,000. Combination of funds from the main library and the School.
- c. 2008/09: 7,000. Represents a decrease in library funding across the board.
- d. 2009/10: 20,715. Combination of CUNY funding; main library and the School.
- e. 2010/11** 7,200. to date. Primarily School funding. Library funding was cut across the board.

** We also received an additional \$2,000—the first annual contribution as part of an ongoing commitment to the Library from the directors of the Master program in Sustainable Urbanism. The program is also giving equal funding to the Science/Engineering Library for purchases in the sciences and engineering in support of this cross-disciplinary program.

2. Efficiency of operations: The Library operates smoothly for the most part. In a divisional library such as ours, staff are expected to multi-task, and we do. Service is our first priority, and after first assisting patrons with their reference questions, we will also take care of patron annoyances such as copiers running out of paper, breakdowns in printing, non-functioning computers, etc. We try to take care of the problem ourselves first as to not inconvenience patrons by delays, and only then call for service backup where necessary.

The Library has strong support from the central library administration which we appreciate. Just recently, I was able to count on support for a new initiative whereby the Library will be open to Syracuse University students attending that school's NYC studio program. We worked fast and efficiently to implement this service involving not only this Library, but our chief librarian, the School's dean, and the Public Safety Department which is responsible for building security.

3. **Participation of faculty and students:** The librarian formed a new library committee after moving into this Library. Four architecture faculty members and the School's director of finances serve on this committee with me. The faculty members have been proactive in suggesting additions to our collection and the director has subsidized and expedited our purchases to a great extent

Students feel free to recommend book purchases which I buy with available money. The Library offers a section with books and journal issues (donated but not needed) for sale at reasonable

prices for students. We also display here in the library student studio work and plan to do that on a rotating basis. I think students feel comfortable in the Library and know that they are welcome.

VII Conclusion:

The Library now offers a wonderful space for learning in a comfortable and inviting setting. We will work to keep it that way.

While finances at the moment are of concern because of the lowered monograph funding from the main library (which affects all subject areas in the library), our Library division is in better shape than some since the School has awarded us much-appreciated external financial support. The Sustainable Urbanism program's annual allocation additionally will continue to help us grow our collection of books in that more specialized and in-demand subject area.

Professor Judy Connorton Architecture Librarian Updated: February, 2011

VISUAL RESOURCES LIBRARY

INSTITUTIONAL CONTEXT AND ADMINISTRATIVE STRUCTURE

The Architecture Visual Resources (VR) Library is located in, and serves the imaging needs, of the School. It is managed by the VR Librarian, a member of the college Library faculty, and by a staff of three. Funding for the staff other than the VR librarian, and for equipment, is provided by SSA.

COLLECTIONS

The VR Library's excellent collection of over 60,000 film slides, now utilized very infrequently, is archived within the VR library. Film lides, particularly good-quality original ones, such as the 4,000 Frank Lloyd Wright slides donated by Prof. Twombly in 2010, and many others contributed by faculty and friends, continue to be scanned to add to our rapidly growing digital image collection.

The VR Library's collections of digital images include the teaching collection, images produced in-house at faculty's request, ARTstor, and Archivision. The teaching collection, with over 22,000 scans, is particularly strong in landscape architecture and modern architecture. Since early 2007, the college has subscribed to ARTstor, which makes available to faculty and students over 1.2 million images in the areas of art, architecture, humanities, and social sciences for use in research, teaching, and project development. The school has also licensed and made available to faculty and students 34,000 images from Archivision, a premier image provider for the study of architecture, landscape architecture, and urban planning.

Members of the City College community can access the teaching collection and Archivision images online through ARTstor hosting service as well as Embark Web Kiosk by Gallery Systems. At present, over 18,000 images from the teaching collection are hosted by ARTstor, making them available to other CUNY campuses.

EQUIPMENT

The VR Library is well equipped for the production of digital images with a dedicated copy stand, digital camera, large-format flatbed scanner, slide scanner, and two computer workstations for editing images. In addition, there is a film recorder, which converts digital images to slides.

SERVICES

The VR Library produces images at the request of the faculty to support their teaching and research. On average, 3,000 digital images, scanned from books and slides, are produced in-house every year. Library staff also provides tutorials and assistance on the use of ARTstor and Embark Web Kiosk as well as assistance on image research for publications, a service utilized frequently by faculty..

The VR Library maintains and provides technical support for projection and presentation equipment for use in the classrooms, including one document camera, 17 digital projectors, 6 slide projectors, 5 laptops (2 PC and 3 Mac), and 2 setups comprised of plasma TV monitor and computer, each on a cart for use in studios and other spaces not equipped with projector or flat panel displays. The staff also maintains and assists faculty and students with the flat panel displays installed in most teaching spaces and conference rooms. The projector, laptops and flat panel displays in are heavily used by students and faculty.

Statistics on services requested of the staff in the Fall semester of 2010 are shown in Tables 1 and 2.

STAFF

The Architecture Visual Resources Librarian, who also manages the Art Visual Resources located in a separate building on campus, is ably assisted by 2 FTE staff funded by SSA. The budget for the three (head count) staff members amounts to around \$50,000 a year.

NEEDS

Funding to license additional Archivision modules (with 4,000 images in each module) needs to be secured. Module 4 has been available since spring 2009, and module 5 since spring 2010.

Prof. Ching-Jung Cheng Librarian, SSA Visual Resources Library

FIGURES

Table 1 is a tally of service requests for weekdays, shown for ten time periods during the day.

As Tables 2 and 3 on the next page, clearly show, faculty and students' use of the VR Library concentrates on equipment service. The Library's image resources have not been utilized as much as they could. Another challenge of the VR Library is to expand outreach to faculty and students about our resources and promote the image databases for wider use in learning and research.

Mon-Fri	September	October	November	December
8:45am-				
10am	48	33	29	15
10am-				
11am	40	32	33	12
11am-				
12pm	21	14	10	12
12pm-1pm	27	29	22	7
1pm-2pm	33	18	30	2
2pm-3pm	34	25	20	11
3pm-4pm	14	13	13	8
4pm-5pm	22	9	5	10
5pm-6pm	28	23	16	6
6pm-7pm	4	3		1
Total	271	199	178	84

Table 1. Fall 2010 service log by hours

SeptDec. (Mon-Fri)	Equipment Circulation	Technical Assistance	Facility Questions	Reference Service	Slide Scan Request	
8:45am- 10am	119	4	2			
10am- 11am	109	6	2			
11am- 12pm	49	6	2			
12pm-1pm	79	2	3		1	
1pm-2pm	73	8	1	1		
2pm-3pm	79	8	1	2		
3pm-4pm	40	8				
4pm-5pm	44	2				
5pm-6pm	69	4				
6pm-7pm	8					
Total	669	48	11	3	1	732
Percentage	91.40%	6.60%	1.50%	0.40%	0.10%	

Table 2. Fall 2010 service log by types of requests



Table 3. Fall 2010 service log chart

I.3. Institutional Characteristics

I.3.1. Statistical Reports

STUDENTS

On following pages are statistics for enrollment demographics, qualifications, and other aspects of the student population of the school.

Retention - Bachelor of Architecture Program

In the B.Arch program, retention has risen dramatically over the past three years, causing larger classes in the upper years leading to some pressures on studio section sizes and space which were unanticipated. Unfortunately, because of college coding inconsistencies over the past ten years, and the change in status of the Bachelor of Science (4-year) degree in the program, reliable and meaningful statistics on time to graduate are not available at this time, despite efforts on the part of the institutional research office to obtain the data for the school.

Retention - Master of Architecture Program

The retention and time to completion for masters students is as follows:

73% of entering students Remain at the end of 3 years.

of remaining 100% students graduated within 3 yrs

73

City College of New York Bernard and Anne Spitzer School of Architecture 2011 Architectural Program Report Statistics

2/15/2011

UNDERG R ADUATE	UNIVERSITY B.ARCH PROGRAM					
ENROLLMENT	FALL 20	06				
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
AM INDIAN/ ALASKAN NATIVE	7	4	11	1	0	1
ASIAN OR PACIFIC ISLANDER	1168	823	1991	48	38	86
BLACK/NON-HISPANIC	1300	1614	2914	30	28	58
HISPANIC	1594	1906	3500	86	52	138
WHITE, NON-HISPANIC	1131	822	1953	51	28	79
Non-Res Alien						
TOTAL			10369			362
	UNIVER	SITY		B.ARCH F	PROGRAM	
	FALL 20	10				
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL

AM INDIAN/ ALASKAN NATIVE	8	15	23	0	0	0
ASIAN OR PACIFIC ISLANDER	1598	1213	2811	33	40	73
BLACK/NON-HISPANIC	1261	1614	2875	13	13	26
HISPANIC	1844	2426	4270	37	46	83
WHITE, NON-HISPANIC	1336	1069	2405	60	25	85
Non-Res Alien				33	18	51
TOTAL			12384	176	142	318

City College of New York

Bernard and Anne Spitzer School of Architecture 2011 Architectural Program Report Statistics

2/15/2011

G R A D U A T E	UNIVEF	UNIVERSITY M.ARCH PROGR/				
ENROLLMENT	FALL 20	07				
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
AM INDIAN/ ALASKAN NATIVE	0	1	1	0	0	0
ASIAN OR PACIFIC ISLANDER	263	178	441	0	0	0
BLACK/NON-HISPANIC	238	450	688	1	0	1
HISPANIC	225	453	678	2	0	0
WHITE, NON-HISPANIC	669	754	1414	14	15	30
TOTAL			3222			31
	UNIVEF	SITY		M.ARCH	PROGRAM	1
	FALL 20	10				
	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL
AM INDIAN/ ALASKAN NATIVE	2	2	4	0	0	0
ASIAN OR PACIFIC ISLANDER	225	175	400	3	1	4
BLACK/NON-HISPANIC	222	399	621	2	0	2
HISPANIC	250	502	752	0	0	0
WHITE, NON-HISPANIC	544	732	256	20	14	34
Non-Res Alien			2033			40
TOTAL						

City College of New York Bernard and Anne Spitzer School of Architecture 2011 Architectural Program Report Statistics

2/15/2011

Undergraduate	06-07	07-08	08-09	09-10
DEGREES AWARDED - ARCH	72	58	51	61

2010	SATVE	ERBAL			SAT MA	TH			SAT	тот	AL			
SAT Scores for First-Time Freshmen	mean i	median low		high	mean	median	low	high	mear	۱	median	low	high	
Architecture	518	515	380	760	596	605	480	8	00	1114	1090		870	1560
Total - college	509	490	208	800	563	555	350	8	00	1072	1040		750	1600

SAT Scores for First-Time Freshmen	ŀ	ARCH
SAT SCORES MEAN	I	OTAL
	2006	1112
	2007	1150
	2008	1157
	2009	1185
	2010	1114

Degrees Conferred		BS	B.ARCH	M.ARCH	LAAR
	2005-2006	31	29	0	
	2007	15	50	12	
	2008	10	46	12	3
	2009	11	37	8	5
	2010	8	50	10	13

I.3.1. Statistical Reports (con't)

FACULTY

On the following pages are statistics for demographics, promotion, and licensure aspects of the school's full-time faculty.

City College of New York Bernard and Anne Spitzer School of Architecture 2011 Architectrual Program Report

Page 1 of 2

DEMOGRAPHICS FOR FULL-TIME INSTRUCTIONAL FACULTY (2006 - 2007)*

	ι	UNIVERSITY					
TOTALS	TOTAL	%	TOTAL	%			
WHITE				17			
BLACK				2			
OTHER				2			
MALE				16			
FEMALE				5			

DEMOGRAPHICS FOR FULL-TIME INSTRUCTIONAL FACULTY (2007 - 2008)*

UNIVERSITY							
AL S	%	TOTAL	%				
			14				
			1				
			2				
			12				
			5				
	UNIVE	UNIVERSITY AL %	UNIVERSITY AL % TOTAL				

DEMOGRAPHICS FOR FULL-TIME INSTRUCTIONAL FACULTY (2008 - 2009)*

	U	AR	CHITECTURE	
TOTALS	TOTAL	%	TOTAL	%
WHITE				15
BLACK				1
OTHER				3
MALE				14
FEMALE				6

DEMOGRAPHICS FOR FULL-TIME INSTRUCTIONAL FACULTY (2009 - 2010)*

	UN	IVERSITY	AF	CHITECTURE
TOTALS	TOTAL	%	TOTAL	%
WHITE				17
BLACK				1
OTHER				3
MALE				14
FEMALE				7

City College of New York Bernard and Anne Spitzer School of Architecture 2011 Architectrual Program Report

Page 2 of 2

DEMOGRAPHICS FOR FULL-TIME INSTRUCTIONAL FACULTY (2010 - 2011)**

	U	NIVERSITY	AR	CHITECTURE	-
TOTALS	TOTAL	%	TOTAL	%	
WHITE				18	
BLACK				1	
OTHER				4	
MALE				15	
FEMALE				8	
*Change in overall num	bers attributable to I	Retirement /New H	lires		

**2 new faculty will start in Fall 2011 (1 Male & 1 Female - both White)

City College of New York Bernard and Anne Spitzer School of Architecture 2011 Architectural Program Report Statistics

TENURE and PROMO	TION in Institu	ution			
	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Faculty Promoted					
Faculty Rec. Tenure		Data Not ava	ilable from ins	titution at this	time

TENURE and PROMOTION in Spitzer School of Architecture

	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	L
Faculty Promoted	(0	1	0	0	0
Faculty Rec. Tenure		0	2	0	0	0

Faculty Maintaining Licenses

	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
Faculty Licensed		14	19	20	20
Jurisdictions - USA		11	16	17	17
Jurisdictions - EU		3	3	3	3

I.3.2. Annual Reports

Following is a certification signed by Edward Silverman of the Office of Institutional Research Administration, the official within the institution (City College of New York) responsible for preparing and submitting statistical data submitted to the NAAB through the Annual Report Submission system since the last site visit and reports sent to other national and regional agencies including the National Center for Education Statistics.

2006 Annual Report - Not Included – B.Arch program visited by NAAB team
2007 Annual Report - Included
2008 Annual Report – Not Included; to be furnished by NAAB
2009 Annual Report – Not Included; To be furnished by NAAB
2010 Annual Report – Not Included; To be furnished by NAAB

ANNUAL REPORT - 2007

School of Architecture, Urban Design and Landscape Architecture City College of the City University of New York

5-year Professional Degree Program

The Five-Year Bachelors program has experienced in the past year considerable progress and at the same time has been presented with several challenges. There continues to be progress toward addressing the 2006 visiting team concerns and the unmet conditions. There have been no changes which would negatively affect the program's status relative to accreditation conditions or criteria.

The school has continued on a road to greater financial consistency and more generous support. There have been some increases in the operating budget and adequate levels of support for adjunct (part-time) faculty. Budget timing has been somewhat more appropriate than in the past. Spending in previous years to correct deficiencies and add to badly needed services and facilities has been successful and funds now available, albeit in smaller than optimal amounts, for allocation to to less critical but more beneficial areas. For example, we expect to have somewhat more resources available for faculty travel. This, coupled with recently enhanced teaching assignments for tenure-seeking faculty has made for a more positive environment for newly hired faculty.

The school-wide curriculum committee along with curricular-area committees in historytheory, design, and building systems technology have addressed actively the issues surrounding writing and research. Research exercises are regularly scheduled in design, and more writing, along with the traditional graphic materials, is now required in students' building technology case-study projects. Carefully selected graduate students are being utilized to assist in history theory courses making possible more rigorous and frequent writing assignments. While further development and improvement in student writing and research skills is required, there is general agreement that this area is being adequately addressed and progress is clearly evident.

Among the activities which have continued is the lecture series with six notable speakers in the fall and six in the spring. Also, the program of rotating distinguished visitors was further improved with the appointment in the Fall of Phillip Smith and Merill Elan, and in the Spring of Mario Gooden and Kenneth Frampton. These faculty were assigned to teach in the Masters Program but their presence in the school enhanced many activities and discussions in all areas including the 5 year program.

Public information concerns have been addressed by inclusion of the required paragraphs referring to national accreditation on the school's web site and in the architecture sections of the undergraduate and graduate bulletins to be published in the fall of 2007

ANNUAL REPORT - 2007

School of Architecture, Urban Design and Landscape Architecture City College of the City University of New York

5-v	year Professional Degree Program	Page 2
- /		<u> </u>

Construction on the new building for the School is progressing with completion expected in late 2008. We will begin teaching there either in February or September 2009. However, there is at this time no funding specifically allocated for new furnishings or equipment. At the urging of Dean Ranalli, to meet this and other needs the College administration (President and development office) has put special emphasis on fundraising for the School. earmarking in the 2007-2008 year a major proportion of development effort and resources to the School. Among the strategies being utilized are development of endowed chairs, offering the building, individual spaces and facilities for naming and designating the new building's furnishings and equipment needs as a major gift-giving objective. The president's commitment to the school is clear and his fundraising track record excellent so we are optimistic that this latest campaign will meet our special needs.

Retirement of three full-time faculty and a non-academic administrator has provided the School with a major challenge and a rare opportunity. The administrative position was fortunately filled immediately with a very well-qualified person but the adademic positions require searches. While our academic full-time ranks will in the short-term be somewhat depleted our location in a major urban center will allow us to fill the vacancies temporarily with highly-qualified part-time persons. We have been authorized to begin searches immediately to fill the newly vacated full-time positions so, with prior commitments for full-time positions, we will have searches in progress for three or four positions during the fall of 2007 and expect that we will begin searches for several additional positions as early as Spring of 2007. Thus we are presented with an excellent opportunity: add faculty who can help the school to better meet new demands and opportunities in the profession such as sustainability, digital media and comprehensive and integrative approaches to design.

After an extended period of vacancy an important non-faculty technical position in the school's computer facilities has been filled with a very well-qualified person. This has already provided badly needed assistance in an area which has become so critical to our on-going operation. The assignment of a full-time faculty member to oversee the computing facilities and activities continues.

Concerns related to studio culture and to faculty and student involvement in selfassessment are related in part to a lack of meaningful source information, and incomplete documentation of the considerable time and effort the school committees and individual faculty have, in fact, devoted to these matters. Initiatives in the past year to bring more pertinent information to deliberations, and to distribute to students and faculty more complete records of these proceedings have been somewhat successful. These efforts

ANNUAL REPORT - 2007

School of Architecture, Urban Design and Landscape Architecture City College of the City University of New York

along with related concerns such as a lack of documentation of learning objectives in course syllabi will be given special attention beginning in 2007.

Student studio culture will continue to be a major subject of discussion in the monthly meetings of the School curriculum committee In addition, the several studio design committees will continue to take up this issue.

In a further effort to address concerns related to studio culture and student involvement in self-assessment, the School administration stepped-up efforts at communication with students through the spring term. There are plans for a series of meetings with students beginning in September, 2007. Supplementing the more formal convocations held each semester, these regularly scheduled meetings to be held in an open and informal setting will be utilized to address, possibly re-formulate and ultimately promulgate a formalized studio culture policy. These meetings are also designed to facilitate the involvement of students in assessing the school's activities and programs and it is further hoped that the exchanges might lead to greater overall student participation, especially in areas prescribed by the college and school governance.

Efforts are underway to make certain that the coordination between the school and college's office of institutional information results in more student participation and greater consistency of course-faculty evaluation results. If these efforts do not result in a satisfactory level of participation and quality, the school will need to re-establish an internal procedure to solicit from students evaluations of courses and instructors.



CITY COLLEGE OF NEW YORK

160 Convent Avenue New York, New York 10031 Office of Institutional Research Administration 218 Ed Silverman, Director 212-650-6480 E-MAIL: <u>esilverman@ccny.cunv.edu</u> FAX 212 -650-6425

2/18/2011

I, Ed Silverman, certify that the data submitted to the NAAB through the Annual Report Submission system since our last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

1. Schuman

Ed Silverman CCNY Institutional Research (A218J) 160 Convent Avenue, New York, New York 10031

I.3.3. Faculty Credentials (B. Arch followed by M. Arch Below for 2009/2010 and 2010/2011)

Also shown below are matrices showing for each of two academic years, the faculty members who taught along with their teaching assignments. Also shown for each faculty member is a brief description of his or her qualifications.

BACHELOR OF	1	2			3	8		4	ŀ				5			6	T			7		8			9	ŀ	LO
ARCHITECTURE FACULTY CREDENTIAL MATRIX fall 09 / spr 10 page 1	AES11100 Communication Studio 1	AES12000 Communication Studio 2		AFS23000 Communication Studio 3	AES23200 Survey of Western Architecture	AES23300 Indroduction to Digital Media	AES24000 Communication Studio 4	AES24200 Survey of Western Architecture 2	AES24302 Statics and Strengths of Materials	AES24001 Portfolio Review	ARCH35100 Design Studio 1	ARCH35ZUL Modern Architecture	ARCH353401 Structures I ADCH35301 Construction Technology 1	ARCH35302 Site Technology	ARCH36100 Design Studio 2	ARCH36401 Structures 2	ARCH36301 Construction Technology 2		ARCH47100 Design Studio 3	ARCH47201 World Architecture	ARCH47301 Construction Technology 3	ARCH48100 Design Studio 4	AKCH483UL CONStruction Lechnology 4	ARCH51100 Thesis Studio	ARCH51200 Architectural Management	APPLITYAN Those Chudia	
Jacob Alspector Recognized practitioner, specializing in educational and cultural architecture; recently completed award winning, design-build competition winning, high-performance library for Utah Valley University.																											
Nandini Bagchee A practicing architect and has taught architecture for the past seven years. Her research focuses on Urbanism in Asia and the Middle East.	•	•																									
Maria Berman Principal of multi-disciplinary firm; specializing in research, writing, residential, hospitality and industrial design; interna tionally published and exhibited				•																							
Lance J. Brown Recognized academic; professional urbanist and author. ACSA Distinguished Professor and 2007 recipient of the AIA/ACSA Topaz Medallion.			,																								
Hilary Brown Director, MS Sustainability; LEED AP, FAIA, Experienced sustainability policy maker, researcher, practitioner.																		,	•								
Sara Caples Award winning practitioner; experienced educator. Principal, Caples Jefferson Architects; community based research.																			•								
Mi Tsung Chang Recognized expert in computer technology in architecture. Currently working on a book in the area of emerging digital technologies in architecture, scheduled to be published this year.						•																					
Timothy Matthew Collins Combines research and practice into pedagogi- cal texts and exercises dealing with Design Modalities; Artwork exhibited and contained in Museum Collections.																											
Johanna Dickson A registered architect and Associate at Skidmore, Owings & Merrill Architects in New York City. Also, the author of Pamphlet Architecture #23 MOVE: Sites of Trauma (Princeton Architectural Press, 2002).	•																										

BACHELOR OF	1	2		3			4	4				5			6			7		Τ	8	9		þ	0
ARCHITECTURE FACULTY CREDENTIAL MATRIX fall 09 / spr 10 page 2	AES11100 Communication Studio 1	AES12000 Communication Studio 2 AES21200 The Built Environment of NYC	AES23000 Communication Studio 3	AES23200 Survey of Western Architecture	AES23300 INGCOUNCION IN VIGINAL MEDIA	AFS24000 Communication Studio 4	AES24200 Survey of Western Architecture 2	AES24302 Statics and Strengths of Materials	AES24001 Portfolio Review	ARCH35100 Design Studio 1	ARCH35201 Modern Architecture	ARCH35401 Structures 1	AKCH353U1 CONSTRUCTION LECTINOIOGY 1	ARCH36100 Design Studio 2	ARCH36401 Structures 2	ARCH36301 Construction Technology 2	ARCH47100 Design Studio 3	ARCH47201 World Architecture	ARCH47301 Construction Lechnology 3	ADCH48100 Design Studio 4	ARCH48301 Construction Technology 4	ARCH51100 Thesis Studio	אערשסדלאת אניווונברוחום המופלבוובוור	ARCH52100 Thesis Studio	
Antonio Di Oronzo Award winning architect; hospitality projects; experienced design educator.			•																						
Jeremy Edmiston Designed MoMA PreFab House-BURST; DOE research grant; AIA Housing Award; Wilkinson Award; Invited speaker at 5 prefab house symposia.					I											•			T	Ī		•	T	•	
Allan Feigenberg Licensed architect, research on architectural pedagogy.																•									
Alberto Foyo Designs rural and urban culturally sustainable housing in Amazon basin, Ukraine, and USA. Currently working with Earth Institute developing new strategies in Ghana.										•				•											
Antonio Furgiuele Has developed scholarship on media's influence on 20th architecture through and interplay between pedagogic activities and professional work.			•			•																			
Gordon Gebert Experienced architect and teacher, extensive experience with digital technology applications and utilization including building information modeling, CAD, and image processing.																									
Peter Gisolfi Architect, landscape architect, teacher known for designing intrinsically sustainable buildings and sites that reflect his understanding of the complex relationship between architecture and the landscape.																									
Domingo Gonzales Practicing architect; Focus on transportation, hospitality, healthcare, historic preservation, educational, corporate facilities and public infrastructure. Received more than 30 national design awards and in 2001 was named LDI Lighting Designer of the year									_																

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BACHELOR OF	1	2		3			4				5			(6	T	T		7		8			9	10	כ
ARCHITECTURE FACULTY CREDENTIAL MATRIX fall 09 / spr 10 page 3	AES11100 Communication Studio 1	AES12000 Communication Studio 2 AES21200 The Built Environment of NYC	AES23000 Communication Studio 3	AES23200 Survey of Western Architecture	AES23300 Indroduction to Digital Media	 AES24000 Communication Studio 4	AES24200 Survey of Western Architecture 2	AES24001 Portfolio Review	ARCH35100 Design Studio 1	ARCH35201 Modern Architecture	ARCH35401 Structures 1	ARCH35301 Construction Technology 1	ARCH35302 Site Technology	ARCH36100 Design Studio 2	ARCH36401 Structures 2	ARCH36301 Construction Technology 2		ARCH47100 Design Studio 3	ARCH47201 World Architecture	ARCH47301 Construction Technology 3	ARCH48100 Design Studio 4	ARCH48301 CONSTRUCTION LECTINOIOGY 4	ADCH51100 Thesis Studio	ARCH51200 Architectural Management	ARCH52100 Thesis Studio	
Marta Gutman Architectural and urban historian, prize-winning research on the life of ordinary buildings, women children;Current book project, What Kind of City: The Charitable Landscape Women Built for Children in Oakland.	,									•																
Athanasios Haritos Licensed, published architect, and professor of architecture, CCNY CUNY SSA, 1998 - present			•																							
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Fran Leadon Fran Leadon is a registered architect and co-author of the AIA Guide to New York City, Fifth Edition (Oxford, 2010).	•																									

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Fabian Llonch Award Winning Architect National / Interna- tional Competitions. Active practitionerPrincipal own firm. Coordinator Comprehensive Design Studio. Director CCNY Barcelona Summer Program	AES	AES	AES	AES	AES	AES	AES	AES	AES	AEX		ARC	AK		ARC	ARC	ARG	ARC	ARC	ARC	ARC	ARG	AKI	ARG	ARC	ARC	
Peter Lynch Award winning architect; internationally published. Experienced educator; former head of Architecture at Cranbrook Academy of Art.																								•			
William Garrison McNeil Private practice in community based architecture. Fifth year courses. Management and design. Third year design. Member NYS Board of Architects.											6	•				•											
Donald Mongitore Manages and designs mechanical systems for the following building types: office buildings, hotels, research laboratories, libraries, and data centers.																					•						
Christopher Noey Art historian, museum educator, and Emmy award-winning media producer for The Metropolitan Museum of Art, PBS, The Frick Collection, and others.																											
Dominick R. Pilla Principal and founder of Dominick R. Pilla Associates, PC. Licensed and practicing architect and engineer. Recently published in Structure Magazine for historic preservation project.																	•										
Ivan Rosa Licenced architect; experienced practitioner; project architect on large institutional projects; experienced educator.																•											
Julio Salcedo Academic and professional work exploits architecture's relation to urbanism and landscape. International Europan 6 Award, YA Architectural League, NY award.																			•								
David Savoy Recognized scholar in early modern Italian architecture, multiple fellowships and a forthcoming book with Yale University Press, London					•																						

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Markus Schulte Arup, NY; PE; Wide experience as engineer; structural consultant in design studios.	AE		AE		AE	AE	A	AE	AE	AE	AE		AF	AF	AF	AF	AF	AF	AF		A	A	AF	AF	AF		A F	AF	AF	,
Morris Silbeberg Professional Engineer; extensive teaching experience in school of architecture and school of engineering.										•																				
Neal Spanier Recognized technical expert in the design, regulatory requirements for, and construction of complex, award winning, institutional and governmental projects, primarily hospitals and related facilities																														
Elisabetta Terragni Brings international experience to teaching and design [Phaldon Atlas 2008] and to the recovery of abandoned infrastruc- tures as exhibition sites presented at the Venice Biennale 2010																														
Christian Volkmann Society of Building Science Educators; Solar Decathlon Lead Faculty; Registered architect; sustainability consultant.																	•		•						•					
Lee Weintraub Experienced Landscape architect; award winning firm; widely published.	•	ł																											•	
June Williamson Recognized urban design scholar and public speaker about suburban retrofitting trends and opportunities; organizer of the 2010 Build a Better Burb ideas competition.																				ľ										
Suzan Wines Suzan Wines is a registered architect and Founding Partner at I-Beam Design.			•																											

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Evan Akselrad RA, PE, Former practitioner, consultant in structures.														•				•	•												
Jacob Alspector Recognized practitioner, specializing in educational and cultural architecture; recently completed award winning, design-build competition winning, high-performance library for Utah Valley University.																															
Nandini Bagchee A practicing architect and has taught architecture for the past seven years. Her research focuses on Urbanism in Asia and the Middle East.							•				•																				
Maria Berman Principal of multi-disciplinary firm; specializing in research, writing, residential, hospitality and industrial design; interna tionally published and exhibited	,																														
Hilary Brown Director, MS Sustainability; LEED AP, FAIA, Experienced sustainability policy maker, researcher, practitioner.																				•											
Mi Tsung Chang Recognized expert in computer technology in architecture. Currently working on a book in the area of emerging digital technologies in architecture, scheduled to be published this year.																															
Timothy Matthew Collins Combines research and practice into pedagogical texts and exercises dealing with Design Modalities; Artwork exhibited and contained in Museum Collections.																															
Johanna Dickson A registered architect and Associate at Skidmore, Owings & Merrill Architects in New York City. Also, the author of Pamphlet Architecture #23 MOVE: Sites of Trauma (Princeton Architectural Press, 2002).	•	•																													
Antonio DiOronzo Award winning architect; hospitality projects; experienced design educator.																ľ	•														
Alfred A. Eatman Registered Architect; Award winning firm; Construction Technology expert.	Γ		Ī												I	Ī										Ī			ſ		

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Jeremy Edmiston Designed MoMA PreFab House-BURST; DOE research grant; AIA Housing Award; Wilkinson Award; Invited speaker at 5 prefab house symposia.																												ľ		•	
Jeffrey Feingold Consultant in outline specifications writing.											Ī		•														Ī	Ī			
Allan Feigenberg Licensed architect, research on architectu pedagogy.															1	•					•										
Alberto Foyo Designs rural and urban culturally sustainable housing in Amazon basin, Ukraine, and USA. Currently working with Earth Institute developing new strategies in Ghana.																		ļ													
Antonio Furgiuele Has developed scholarship on media's influence on 20th architecture through and interplay between pedagogic activities and professional work.																															
Gordon Gebert Experienced architect and teacher, extensive experience with digital technology applications and utilization including building information modeling, CAD, and image processing.							•																								
Peter Gisolfi Architect, landscape architect, teacher known for designing intrinsically sustainable buildings and sites that reflect his understanding of the complex relationship between architecture and the landscape.																															
Domingo Gonzales Practicing architect; Focus on transportation, hospitality, healthcare, historic preservation, educational, corporate facilities and public infrastructure. Received more than 30 national design awards and in 2001 was named LDI Lighting Designer of the year																															
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William Garrison McNeil Private practice in community based architecture. Fifth year courses. Management and design. Third year design. Member NYS Board of Architects.																											(
Victoria Meyers Award winning architect; Principal Meyers Hanrahan; internationally published.																									•						
Donald Mongitore Manages and designs mechanical systems for the following building types: office buildings, hotels, research laboratories, libraries, and data centers.																								•							
Christopher Noey Art historian, museum educator, and Emmy award-winning media producer for The Metropolitan Museum of Art, PBS, The Frick Collection, and others.																							•								
Ken Petroka Landscape architect; active practioner; extensive experience.																	•														
Dominick R. Pilla Principal and founder of Dominick R. Pilla Associates, PC. Licensed and practicing architect and engineer. Recently published in Structure Magazine for historic preservation project.															•				•												
Ivan Rosa Licenced architect; experienced practitioner; project architect on large in: tional projects;experienced educator.	stit	u-											•					•													
Seth Roye Specializes in restoration of historic buildings. Current research looking at connections between catalog of American suburban housing typologies, and context of culture and place.																															
Julio Salcedo Academic and professional work exploits architecture's relation to urbanism and landscape. International Europan 6 Award, YA Architectural League, NY award.																						•									
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Philip Smith Practicing architect; award winning projects; teaches extensively.																							•	T)
Morris Silbeberg Professional Engineer; extensive teaching experience in school of architecture and school of engineering.								•																Ī		
Neal Spanier Recognized technical expert in the design, regulatory requirements for, and construction of complex, award winning, institutional and governmental projects, primarily hospitals and related facilities																										
Martin E. Stigsgaard Martin Stigsgaard is an internationally licensed architect. He is co-founder of New Weather Group art collective.	•	•																								
Elisabetta Terragni Brings international experience to teaching and design [Phaldon Atlas 2008] and to the recovery of abandoned infrastruc- tures as exhibition sites presented at the Venice Blennale 2010										4	•															
Christian Volkmann Society of Building Science Educators; Solar Decathlon Lead Faculty; Registered architect; sustainability consultant.														•			•				•	•				
Sean Weiss Ph.D. Candidate in Art History; Completing a doctoral dissertation on the use of photography in the construction of public works in nineteenth-century Paris							•																			
June Williamson Recognized urban design scholar and public speaker about suburban retrofitting trends and opportunities; organizer of the 2010 Build a Better Burb (deas competition.												•									•					
Suzan Wines Suzan Wines is a registered architect and Founding Partner at 1-Beam Design.																										

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Jeremy Edmiston Designed MoMA PreFab House-BURST; DOE research grant; AIA Housing Award; Wilkinson Award; Invited speaker at 5 prefab house symposia.									•					1						1	
Allan Feigenberg Licensed architect, research on architectural pedagogy.				•					•												
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Marta Gutman Architectural and urban historian, prize-winning research on the life of ordinary buildings, women, children;Current book project, What Kind of City: The Charitable Landscape Women Built for Children in Oakland.								•				•									
Brian Healy Educator and practitioner with a record of creative activity, community service, and professional achievement, including 47 national and regional design awards.																					•
Bradley Horn Director, Master of Architecture Program; Internationally published architect; design critic; Awarded numerous grants for research on subjects of computation and design pedagogy.	•						•														
Leonard Hopper registered landscape architect; FASLA; was president of American Society of Landscape Architects.														•							

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Fabian Llonch																									
International Competitions. Active practitioner. Principal own firm. Coordinator Comprehensive				•					•			•													
Design Studio. Director CCNY Barcelona Summer Program																									
Donald Mongitore																	Ì	Γ	Γ			Π	T		٦
Manages and designs mechanical systems for the following building types: office buildings,					•																				
hotels, research laboratories, libraries, and data centers.																									
Christopher Noev	┢					-										-			┢			H			┥
Art historian, museum educator, and																					•				
Emmy award-winning media producer for The Metropolitan Museum of Art, PBS, The Frick Collection, and others.																									
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Jose Ouberie Award winning architect: internationally																				•					
published; worked with Le Corbusier on several projects; completed Firminy Chapel to cirtical																									
acclaim; teaches internationally.	L																		L						
Dominick R. Pilla																									
Associates, PC. Licensed and practicing architect and engineer. Recently published														•			•								
in Structure Magazine for historic preservation project.																									
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Recognized scholar in early modern Italian architecture, multiple fellowships and a forthcoming book with Yale University Press																									
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Morris Silberberg	Γ						Γ										Γ		Γ	Π		ſŤ	Ť		1
Professional Engineer; extensive teaching experience in school of architecture and school										•				•											
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Elisabetta Terragni Brings international experience to teaching and design (Phaidon Atlas 2008) and to the recovery of abandoned infrastruc- tures as exhibition sites; presented at the Venice Biennale 2010		•	7		7	•				-	7	4	-								-	
Christian Volkmann Society of Bullding Science Educators; Solar Decathion Lead Faculty; Registered architect; sustainability consultant.				•					•								•					

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Evan Akselrad RA, PE, Former practitioner, consultant in structures.				•	1			1		•			1		1		1				1				1
Maria Berman Principal of multi-disciplinary firm; specializing in research, writing, residential, hospitality and industrial design; interna- tionally published and exhibited							•																		
Kevin L. Bone Director, Cooper Union Institute for Sustainable Design. Editor, author The New York Waterfront, (1997) Water-Works The Architecture of the New York City Water Supply (2006). Partner- Bone/Levine Architects, 1983-2011													•												
Alfred A. Eatman Practicing architect, consultant in construction technology				•						•															
Jeremy Edmiston Designed MoMA PreFab House-BURST; DOE research grant; AIA Housing Award; Wilkinson Award; Invited speaker at 5 prefab house symposia.										•															
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Architectural and urban historian, prize-winning research on the life of ordinary buildings, women, children, everyday urban spaces, and social life. Current book project, What Kind of City: The Charitable Landscape Women Built for Children in Oakland.													•												
Brian Healy Educator and practitioner with a record of creative activity, community service, and professional achievement, including 47 patienal and regional degina awards																								•	
Director, Master of Architecture Program; Internationally published architect; design critic; Awarded numerous grants for research on subjects of computation and design pedagogy.	•						•																		•
Leonard Hopper registered landscape architect; FASLA; was president of American Society of Landscape Architects.					•																				
Robert Marino Award winning architect; active practitioner; lectures internationally; teaches throughout United States.																					•				
Donald Mongitore Manages and designs mechanical systems for the following building types: office buildings, hotels, research laboratories, libraries, and data centers.															•										
Sebastian Musiurek Is an architectural designer and digital/fabrication Consultant. Teaches at various schools in NYC.		•																							
Christopher Noey Art historian, museum educator, and Emmy award-winning media producer for the Metropolitan Museum of Art, PBS, The Frick Collection, and others.																						•			

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DOMINICK R. Pilla Principal and founder of Dominick R. Pilla Associates, PC. Licensed and practicing architect and engineer. Recently published in Structure															•				•							
Magazine for historic preservation project	-	H			_	_	_	_	_							_	_			_				_	-	+
Designer; Fabrication consultant; winning																										
entry for Engineered Materials Solutions' Clad Metal Best Ideas Contest 2009.	ľ						ľ																			
Julio Salcedo		Π											ĺ												1	
Academic and professional work exploits archtiecture's relation to urbanism and																		•						•		
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Seth Roye		Π																								Π
Specializes in restoration of historic buildings. Current research looking at connections			•																							
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Morris Silberberg		\square														_	_						_			
Professional Engineer; extensive teaching experience in school of architecture and school											•															
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Christian Volkmann	\vdash	\mathbb{H}	_		_	_	-					┝	┝	\vdash		_	_	_	_						-	╉
Principal and founder of Dominick R. Pilla Associates, PC. Licensed and practicing architect				•						•						•										
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Bretaigne Walliser		Π																								
Design Professional and adjunct instructor.	•						•																			
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Sean Weiss Ph.D. Candidate in Art History; Completing a																										
doctoral dissertation on the use of photography in the construction of public works in									•																	
nineteenth-century Paris.																										
I.4. Policy Review

The program will provide a number of documents for review by the visiting team in the team room during the visit. A list of the documents which will be available is included below:

1. Policies and Guidelines for Reappointment, Tenure and Promotion The City College Provost's Office - Available on the City College Website <u>http://www1.ccny.cuny.edu/facultystaff/provost/upload/HANDBOOK_Policies_and_Guidelines_for_Reapp_ointment_Tenure_and_Promotion_Fall_2005_.pdf</u>

- 2. Studio Culture Policy Available on the SSA Website at: //http://www1.ccny.cuny.edu/ssa
- Personnel Policies including: Position descriptions for all faculty and staff Rank, Tenure, & Promotion Reappointment - See the citation above for Policies and Guidelines for Reappointment.
- 4. EEO/AA policies and Procedures Available on the City College Website at: Diversity (including special hiring initiatives) Available on the City College Website at: Faculty Development including research and scholarship: Available on the City College Website at: <u>http://www1.ccny.cuny.edu/facultystaff/aao/EEO-Affirmative-Action-Policy.cfm</u>
- 5. Sabbatical policies.
- 6. Student-to-Faculty ratios for all curriculum components
- 7. Square feet per student for space designated for studio-based learning
- 8. Square feet per faculty member for space designated for support of all faculty activities
- 9. Admissions Requirements Available on the SSA Website: "Apply" tab
- 10. Advising Policies; including policies for evaluation of students admitted from preparatory programs
- 11. Policies on use and integration of digital media in architecture curriculum

12. Policies on academic integrity for students Available on the City College Website at http://www1.ccny.cuny.edu/current/upload/academicintegrity.pdf

13. Policies on library and information resources collection development A description of the information literacy program

Part Two

Educational Outcomes and Curriculum

- 2.1 Student Performance Criteria
- 2.2 Curricular Framework
- 2.3 Evaluation of Prepatory/ Pre-Professional Education
- 2.4 Public Information

II.1.1. Student Performance Criteria

BACHELOR OF ARCHITECTURE CURRICULAR SUMMARY

The first two years of the five year Bachelors' program, AES 11100, AES 12000, AES 23000, and AES 24000, focus on development of basic design skills. The design problems relate to site context, structural systems, precedents, and craft. The problems become progressively more complex over the two years and the time students devote to each problem is gradually increased. During the first year the students use hand methods, traditional media and wooden and chipboard models to represent their design ideas and solutions and the precedents which are studied. Digital drawing instruction is part of the first-semester second year curriculum. Students begin to employ digital methods during the first semester and are making full use of CAD, modeling and other methods by the end of the second year.

The second two years, Arch 35100, 36100, 47100, and 48100, focus on design projects of increasing scale and complexity. They are projects, with real programs and sites that might be encountered in the practice of a professional architect. At this point in the curriculum, all students prepare their drawings using digital media including cad, 3d modeling, rendering and digital cutting. In third year design, the projects are typically centered around housing at a relatively small scale and a small public facility. In fourth year, the projects are of larger scale and greater complexity and include multi-family housing or dormitories on a complicated urban site, and a larger public building in a New York City urban setting.

Fifth year design, Arch 51100 and 52100, is centered on a comprehensive design approach. Each student chooses an independent project and works on it for two semesters. They engage in research and analysis on a professional level. They present a series of alternative solutions and then develop one design at a schematic level during the first semester and at a design development level during the second semester. The final project should include integrated structural, environmental, and construction systems.

Throughout the five years of the design sequence a series of pedagogical objectives are emphasized :

- Students learn to understand site and context as a major factor in design, and analyze the settings for their projects with increasing skill.
- The students study precedents for every design project and are required to learn techniques of representation and analysis related to analyze, understand, and present these precedents.
- Graphic representation should become progressively more competent over the five years. Starting with hand drawings helps the students understand line weights and other characteristics and effects that they might not encounter as directly on the computer. The breadth and depth of the use and skill development related to digital methods increases over time.
- Over the five year sequence the projects increase in complexity and size in all aspects of context, site, program, structure, construction, and building systems.
- In all the design studios part of the work is produced collaboratively in teams as well as individually, except in fifth year where the work is produced by individuals.
- Sustainable design is emphasized in all five years of the design curriculum, tracking three areas of competence: ecological intelligence, regional appropriateness and technical responses. The students should learn the basics of passive solar design before they employ more sophisticated technological solutions.
- During the fifth and final year, our purpose is to prepare the students to function at a professional level with an independent project which they address at a comprehensive level.

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MASTER OF ARCHITECTURE PROGRAM CURRICULAR SUMMARY

The Master of Architecture 1 program is organized around a four-semester core studio sequence taught by full-time faculty with two final advanced studios taught by visiting distinguished critics. The core begins with a small scale building on a non-urban site with a focus on natural ecology. Students learn the fundamentals of passive solar design (B.3 Sustainability) and apply them to the design of their project (A.6 Fundamental Design Skills). Students learn about the organizational logic of both material and architectural properties (A.8 Ordering Systems Skills) through rigorous research (A.5 Investigative Skills) and apply it to their studio projects (A.11 Applied Research). Through this hey learn to ask clear and precise questions (A.2 Design Thinking Skills) and are taught to express their ideas graphically in an effective manner (A.3. Visual Communication Skills). Along with the required courses of Site Design (B.4 Site Design), Digital Techniques (A.3. Visual Communication Skills), Materials of Construction (B.12 Building Materials and Assemblies) and World History (A.9 Historic Traditions and Global Culture) students get a thorough introduction to the language, techniques, history and materials of architecture.

The second core studio builds upon the experience of the previous studio through a series of increasingly complex and demanding design problems focusing on Urban Ecology. Using Manhattan as a laboratory, students are introduced to the urban context and address a small to medium-scale institutional building with a nuanced and complex program. Teams of students study relevant building precedents (C.1 Collaboration, A.7 Use of Precedents) and through regular site visits and a responsible engagement with basic building code (B.2 Accessibility, B.5 Life Safety) address the role of architecture in the public realm. Our current initiative is a collaborative studio with Master of Landscape Architecture students which focuses on the analysis and design of projects that bridge urban, landscape and architectural scales of intervention (C.1 Collaboration). Throughout the process students continue to sharpen their design skills (A.8 Ordering Systems Skills, A.6 Fundamental Design Skills, A.2 Design Thinking Skills). Visual Studies (A.3. Visual Communication Skills) allows students to sharpen their representational skills while Structures 1 (B.9 Structural Systems) introduces them to the fundamentals of statics.

In the third semester students focus on Building Ecology. Having completed Materials of Construction 1 and 2 in their first year and with the addition of Environmental Systems 1 (B.9 Environmental Systems) and a deepening understanding of structures, students embark on the comprehensive design of a small building (B.6 Comprehensive Design, B.10 Building Envelope Systems, B.12 Building Materials and Assemblies). In this process, students develop a building from schematic design through design development, and finally through the construction documents phase (B.1 Pre Design). They produce a basic cost estimation (B.7 Financial Considerations) and outline spec (A.4 Technical Documentation); conduct case studies of relevant architectural precedents (A.7 Use of Precedents) and consider issues of environment in their designs (B.3 Sustainability).

The fourth and final semester in the four semester core sequence focuses on Social Ecology. Students work in teams throughout the semester (C.1 Collaboration) and consider socio-economic factors, urban density and morphology in the design of housing solutions in complex and multi-layered urban contexts (B.3 Sustainability). Specifically, students analyze an existing NYCHA housing project and its environs and identify opportunities for strategic intervention which both increase density and expand the social well-being of the existing community (B.1 Pre Design). Emphasis is placed on the research of urban and building precedents as well as on the use of environmental modeling and visualization tools to measure and integrate complex data into housing solutions (A.5 Investigative Skills, A.11 Applied Research).

The final year of the three year program exposes students to visiting distinguished critics who bring their own unique research into the studio. Complemented by Professional Practice (Realm C. 3-9), a new required course called Advanced Computing Arch 85300 (A.3. Visual Communication Skills) and an array of elective offerings, students use their last year to explore advanced topics in the field. Students are expected to competently analyze site conditions, to take responsibility for organizing building program and to respond to relevant code (B.1 Pre Design).

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2.2. Curricular Framework

2.2.1. Regional Accreditation

The City College of the City University of New York is accredited by the Middle States Commission on Higher Education. Following is the Statement of Accreditation.

http://www.msche.org/documents/SAS/57/Statement of Accreditation Stat...



CHE MIDDLE STATES COMMISSION ON HIGHER EDUCATION 3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501 MSA www.msche.org

STATEMENT OF ACCREDITATION STATUS

THE CITY COLLEGE OF NEW YORK OF THE CITY UNIVERSITY OF NEW YORK 160 Convent Ave New York, NY 10031 Phone: (212) 650-7000; Fax: (212) 650-7680 www.ccny.cuny.edu

Chief Executive Officer:	Dr. Lisa Staiano-Coico, President
System:	City University of New York Central Administration
	Dr. Matthew Goldstein, Chancellor
	535 E. 80th Street
	New York, NY 10021
	Phone: (212) 794-5555; Fax: (212) 794-5590

INSTITUTIONAL INFORMATION

Enrollment	
(Headcount):	12878 Undergraduate; 3334 Graduate
Control:	Public
Affiliation:	State and Local
Carnegie Classification:	Master's - Larger Programs
Degrees Offered:	Certificate/Diploma, Bachelor's, Master's, Doctor's - Research/Scholarship;
Distance Education Programs:	No

Accreditors Approved by U.S. Secretary of Education: n/a

Instructional Locations

Branch Campuses: None

Additional Locations: Center for Worker Education, New York, NY

Other Instructional Sites: None

ACCREDITATION INFORMATION

Status: Member since 1921 Last Reaffirmed: June 26, 2008

Most Recent Commission Action:

June 29, 2010:

To acknowledge receipt of the substantive change request and to include the following Ph.D. programs within the scope of the institution's accreditation: Biology, Biochemistry, Biomedical Engineering, Chemical Engineering, Chemistry, Civil Engineering, Electrical Engineering, Mechanical Engineering, and Physics. To request a progress report, due by October 1, 2011, documenting (1) the use of appropriate assessments of the attainment of learning goals at the institutional and

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http://www.msche.org/documents/SAS/57/Statement of Accreditation Stat...

course levels for the doctoral programs and (2) evidence that student learning assessment information is used to improve teaching and learning in the doctoral programs (Standard 14). The Periodic Review Report is due June 1, 2013.

Brief History Since Last Comprehensive Evaluation:

June 26, 2008: To reaffirm accreditation and to request a progress letter, due April 1, 2010, documenting implementation of an organized, sustained process for the assessment of institutional, program-level, and general education student learning goals, including evidence that student learning assessment results are used to improve teaching and learning (Standard 14). The Periodic Review Report is due June 1, 2013.

June 24, 2010: To accept the progress report. The Periodic Review Report is due June 1, 2013.

Next Self-Study Evaluation: 2017 - 2018

Next Periodic Review Report: 2013

Date Printed: February 19, 2011

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. ANYA ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses.

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

<u>Defer a decision on initial accreditation:</u> The institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns.

<u>Postpone</u> a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

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2.2.2. Professional Degrees and Curriculum

DEGREES OFFERED AT THE CITY COLLEGE BERNARD AND ANNE SPITZER SCHOOL OF ARCHITECTURE:

Currently under review for re-accreditation (the subjects of this architecture program report):

Bachelor of Architecture - 1st Professional Degree 160 Credits

Master of Architecture - 1st Professional Degree Non-Pre-professional Bachelors + 108 Grad. Credits

Other Degrees Offered in the Spitzer School of Architecture:

Bachelor of Science in Architecture - 128 credits

Master of Architecture II - Post professional degree

Master of Landscape Architecture – 1st Professional Degree

Master of Landscape Architecture II – Post professional degree

Master of Urban Planning (Urban Design)

II.2.2 – CURRICULAR FRAMEWORK

Following are the curricular frameworks for the Bachelor of Architecture and Master of Architecture Programs.

THE CITY COLLEGE OF NEW YORK BERNARD AND ANNE SPITZER SCHOOL OF ARCHITECTURE STANDARD CURRICULUM: BACHELOR OF ARCHITECTURE PROGRAM

FALL TERM 1 COURSE		CREDITS	SPRING TERM	12	CREDIT
AES 11100	Communications Studio I	4	AES 12000	Communications Studio II	4
FIQWS		6	AES 21200	The Built Environment of NY	2
Perspective		<u>3</u>	Perspective		3
		13	EAS Perspectiv	/4	4
			Elective		<u>3</u>
					16
FALL TERM 3			SPRING TERM	4	
COURSE		CREDITS	COURSE		CREDIT
AES 23000	Communication Studio III	4	AES 24000	Communication Studio IV	4
AES 23202	Survey of World Arch I	3	AES 24001	Portfolio Review	0
AES 23300	Intro to Digital Media	4	AES 24202	Survey of World Arch II	3
Physics 21900	Physics for Architects	4	AES 24302	Statics and Strength of Mat	4
Perspective	-	<u>3</u>	Perspective	-	3
		18	Electives		<u>4</u>
					18
FALL TERM 5			SPRING TERM	6	
FALL TERM 5 COURSE		CREDITS	SPRING TERM	16	CREDIT
FALL TERM 5 COURSE ARCH35100	Design Studio 1	CREDITS	SPRING TERM COURSE ARCH36100	Design Studio II	CREDIT:
FALL TERM 5 COURSE ARCH35100 ARCH35202	Design Studio 1 Survey of World Arch III	CREDITS	SPRING TERM COURSE ARCH36100 ARCH47202	Design Studio II Survey of World Arch IV	CREDIT:
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301	Design Studio 1 Survey of World Arch III Construction Technology I	CREDITS 5 3 3	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301	Design Studio II Survey of World Arch IV Construction Technology II	CREDIT: 5 3 3
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35401	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel)	CREDITS 5 3 3 3	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401	Design Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete)	CREDIT: 5 3 3 3
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35401 ARCH35302	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel) Site Technology	CREDITS 5 3 3 3 3 3	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401 Elective	Design Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete)	CREDIT: 5 3 3 3 3 3
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35401 ARCH35302	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel) Site Technology	CREDITS 5 3 3 3 3 3 3 17	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401 Elective	Design Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete)	CREDIT: 5 3 3 3 3 3 17
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35401 ARCH35302	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel) Site Technology	CREDITS 5 3 3 3 3 3 3 17	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401 Elective	Design Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete)	CREDIT: 5 3 3 3 3 3 3 17
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35301 ARCH35401 ARCH35302	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel) Site Technology	CREDITS 5 3 3 3 3 3 17	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401 Elective	Design Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete)	CREDIT: 5 3 3 3 3 <u>3</u> 17
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35301 ARCH35401 ARCH35302	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel) Site Technology	CREDITS 5 3 3 3 3 3 17	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401 Elective SPRING TERM	Design Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete)	CREDIT: 5 3 3 3 3 3 17
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35401 ARCH35302 FALL TERM 7 COURSE	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel) Site Technology	CREDITS 5 3 3 3 3 17 CREDITS	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401 Elective SPRING TERM COURSE	Design Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete)	CREDIT: 5 3 3 3 3 3 17 CREDITS
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35302 ARCH35302 FALL TERM 7 COURSE ARCH47100	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel) Site Technology Design Studio III	CREDITS 5 3 3 3 3 17 CREDITS 6	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401 Elective SPRING TERM COURSE ARCH48100	I 6 Design Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete) I 8 Design Studio IV	CREDIT: 5 3 3 3 3 17 CREDITS 6
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35301 ARCH35302 FALL TERM 7 COURSE ARCH47100 ARCH47301	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel) Site Technology Design Studio III Construction Technology I	CREDITS 5 3 3 3 3 17 CREDITS 6 3	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401 Elective SPRING TERM COURSE ARCH48100 ARCH48301	Besign Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete) B Design Studio IV Construction Technology IV	CREDIT: 5 3 3 3 3 3 17 CREDITS 6 3
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35301 ARCH35302 FALL TERM 7 COURSE ARCH47100 ARCH47301 Elective	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel) Site Technology Design Studio III Construction Technology I	CREDITS 5 3 3 3 3 3 3 17 CREDITS 6 3 3	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401 Elective SPRING TERM COURSE ARCH48100 ARCH48301 Electives	I 6 Design Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete) I 8 Design Studio IV Construction Technology IV	CREDIT: 5 3 3 3 3 3 17 CREDITS 6 3 8
FALL TERM 5 COURSE ARCH35100 ARCH35202 ARCH35301 ARCH35401 ARCH35302 FALL TERM 7 COURSE ARCH47100 ARCH47301 Elective	Design Studio 1 Survey of World Arch III Construction Technology I Structures I (wood & steel) Site Technology Design Studio III Construction Technology I	CREDITS 5 3 3 3 3 3 17 CREDITS 6 3 3 12	SPRING TERM COURSE ARCH36100 ARCH47202 ARCH36301 ARCH36401 Elective SPRING TERM COURSE ARCH48100 ARCH 48301 Electives	 16 Design Studio II Survey of World Arch IV Construction Technology II Structures II (Concrete) 18 Design Studio IV Construction Technology IV 	CREDIT: 5 3 3 3 17 CREDITS 6 3 8 17

FALL TERM 9 COURSE		CREDITS	SPRING TERM	Л 10	CREDITS
ARCH51100 ARCH51200 Electives	Comprehensive Design Architectural Management	6 3 <u>8</u> 17	ARCH52100 Electives	Comprehensive Design	6 <u>9</u> 15
TOTAL:160 CR	EDITS B Arch (Profession	al Degree)			18

The following must be passed for entry into the third year of the Bachelors' Program:

Five Perspective courses (one Global History; One Self/Sociey; one Logic/Philosophy; one Artistic; one Earth Science; Physics 21900 (with prereq.); Speech 11100; (or the speech exemption exam), eight credits of free electives.

A minimum of a 2.33 overall GPA and a minimum of a 2.33 in all architecture course, and a grade of PASS in Portfolio Review are required for entry into the Third Year of the Bachelor's Program.

In addition a minimum of seventeen architecture elective credits must be completed.

Note: The Bachelor of Science in Architecture (non-professonal degree) may be obtained by completing all courses required in the first four years, totaling 128 credits, with and overall GPA of 2.0. This degree is not recognized as an accredited professional degree. Students who obtain the B.S. degree in Architecture at City College many NOT obtain a Bachelor of Architecture Degree at City College.

Independent Study credit limits:

Maximim of six credits for assistantship, independent research, or summer programs for the B. Arch Degree Maximim of six credits for assistantship, independent research, or summer programs for the B.S. Degree All assistantships for computer lab and shop will be on a pass/fail basis.

	B17110		
General (non-architecture studies)		Professional Studies	
Required Courses with Other than Architectural Content (math and physics)	24- 27	Courses with Architectural Content Required of all students	96
Elective courses with other than architectural content	8	Elective Courses with Architectural Content	29- 32

MINIMUM CREDIT DISTRIBUTION CHART FOR B. ARCH PROGRAM

Bachelor of Architecture Curriculum:

Required architecture courses and other required courses with the credits for each.

Required architecture courses

AES	11100	Communication Studio 1	4
AES	12000	Communication Studio 2	4
AES	21200	The Built Environ. of NYC	2
AES	23000	Communication Studio 3	4
AES	23200	Survey of Western Arch. 1	3
AES	23300	Intro to Digital Media	4
AES	24000	Communication Studio 4	4
AES	24001	Portfolio Review	0
AES	24200	Survey of Western Arch. 2	3
AES	24302	Statics & Strength of Materials	3
ARCH	35100	Design Studio 1	5
ARCH	35201	Modern Architecture	3
ARCH	35301	Constr. Tech.1 (Wood & Masonry)	3
ARCH	35401	Structures 1: Wood and Steel	3
ARCH	35302	Site Technology	3
ARCH	36100	Design Studio 2	5
ARCH	36301	Constr. Tech 2 (Steel & Concrete)	3
ARCH	36401	Structures 2: Concrete	3
ARCH	47100	Design Studio 3	6
ARCH	47201	World Architecture.	3
ARCH	47301	Constr. Tech 3 (HVAC)	3
ARCH	48100	Design Studio 4	6
ARCH	48301	Constr. Tech 4 (Lighting & Acoustics)	3
ARCH	51100	Studio	6
ARCH	51200	Architectural Management	3
ARCH	52100	Studio	

Other required courses for architecture

Physics 21900 Physics for architects	4
Speech 111/Exemption Exam	3/0
FIQWS Freshman Writing & Inquiry	6
Must have completed the equivalency of Math 195, Pre	calculus
Three social sciences	9
One world civilization	3
One world humanities	3
Philosophy	3
Second semester level of foreign language	3
(if not completed in high school)	
CUNY Proficiency Exam	0

Professional Electives

Students are required to take a minimum of twenty-six (26) architectural elective course credits. A series of advanced and special focus/topic courses. Some are offered every semester, some once a year, and some on a less frequent basis. Students may take **a m**aximum of 6 Special Elective Credits for teaching, computer or laser lab, or model shop assistantships of the 26.

In addition each student must complete a minimum of fourteen (14) non-architecture elective credits

Non-Professional Electives

Five (5) non-architecture elective courses (fourteen credits) must be completed prior to the start of the fifth year.

THE CITY COLLEGE OF NEW YORK BERNARD AND ANNE SPITZER SCHOOL OF ARCHITECTURE STANDARD CURRICULUM: MASTER OF ARCHITECTURE 1 PROGRAM

FALL TERM 1 COURSE		CREDIT	SPRING TERM	2	CREDIT
ARCH61100	Architecture Studio 1.1	6	ARCH62100	Architectural Studio 1.2	6
ARCH61202	Survey of World Arch 1	3	ARCH62001	Visual Studies	3
ARCH61300	Materials and Constructior	3	ARCH62300	Materials and Construction	3
ARCH61001	Digital Techniques	3	ARCH62400	Structures 1	3
ARCH73500	Site Design	<u>3</u>	ARCH62201	Survey of World Arch 2	<u>3</u>
	-	18			18
FALL TERM 3			SPRING TERM	4	

FALL IERM 3			SPRING TERM	/1 4	
COURSE		CREDIT	COURSE		CREDIT
ARCH73100	Architecture Studio 1.3	9	ARCH74100	Architecture Studio 1.4	9
ARCH73201	Survey of World Arch 3	3	ARCH74400	Structures 3	3
ARCH73400	Structures 2	3	ARCH74500	Environmental Systems 2	3
ARCH61500	Environmental Systems 1	<u>3</u>	ARCH85201	Survey of World Arch 4	<u>3</u>
		18			18

FALL TERM 5			SPRING TERM	VI 6	
COURSE		CREDIT	COURSE		CREDIT
ARCH85100	Architecture Studio 1.5	9	ARCH86100	Architecture Studio 1.6	9
ARCH85600	Arch Management	3			
ARCH85300	Advanced Computing	3		or	
	Professional Electives	<u>3</u>	ARCH86101	Architecture Thesis	9
	or	18		Professional Electives	
	General Electives			or	
				General Electives	<u>9</u>
					18

Note: A minimum of 9 credits of Professional Electives are required.

TOTAL:108 CREDITS M.Arch1 (Professional Degree)

MINIMUM CREDIT DISTRIBUTION CHART FOR M. ARCH I PROGRAM

General (non-architecture studies)		Professional Studies	
45 Semester Credit-Hour Minimum			
(completed under previous bachelor's degree)			
Required Courses with Other than Architectural	7	Courses with Architectural Content	96
Content (math and physics)		Required of all students	
Elective courses with other than architectural	38	Elective Courses with Architectural	12
content	min	Content	

Admissions Advisor examines each transcript for M Arch entry requirements including math and physics.

Master of Architecture I Curriculum: First Professional Degree

Required architecture courses and other required courses with the credits for each.

Required Courses (prior to entering M Arch 1) Math- 3 credits / Physics - 4credits		credits 7
General Studies – previous degrees –		35 min
- /	Total:	42 min
Professional Courses		•
61001: Digital Techniques		3
61100: Architecture Studio 1.1		6
61200: Survey of World Architecture 1		3
61300: Materials/Construction 1		3
73500: Site Design		3
62001: Visual Studies		3
62100: Architectural Studio 1.2		6
62200: Survey of World Architecture 2		3
62300: Materials/Construction 2		3
62400: Structures 1		3
73100: Architecture Studio 1.3		9
73201: Survey of World Architecture 3		3
73400: Structures 2		3
61500: Environmental Systems 1		3
74100: Architecture Studio 1.4		9
74400: Structures 3		3
74500: Environmental Systems 2		3
84201: Survey of World Architecture 4		3
85100: Architecture Studio 1.5		9
85600: Architectural Management		3
85300 Advanced Computing		3
86100: Architecture Studio 1.6 or		0
86101: Architecture Thesis		9
Professional and General Electives		
Professional Electives		9
General or Professional Elective		3
	Total:	108

II.2.3. Curriculum Review and Development

Much of the School's self-assessment process lies within the active committee structure, particularly the Curriculum Coordination Committee. It is here that 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, the Master of Landscape Architecture, and the M.S. in Sustainability Programs. Meetings of the committee are open to all faculty - part-time and full-time - and to students. The School has continued to evolve and change with a tuning and re-tuning of its curriculum as the student population changes and the realities of the profession and post-graduate world change, and of course, as new programs are added. For example, the School has always catered to the most diverse student population, but the composition and perspectives continually change. The History/Theory Committee has modified both the core course content and available electives to respond to the changing value placed on cultural diversity and history, as well as, to the altered composition of the School, the locale, the city and regional communities, our global community.

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).

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

This is not applicable to the Bachelor of Architecture Degree Program

II.4. Public Information

The following information is accessible on the School's website (<u>www.ccny.cuny.edu/ssa</u>) through the "Resources Tab" which presents to the user several options including "NAAB". It is here that the items listed can be accessed by students and the public for on-line reading and browsing, or for downloading.

II.4.1. Statement on NAAB-Accredited Degrees

II.4.2. Access to NAAB Conditions and Procedures

- II.4.3. Access to Career Development Information
- II.4.4. Public Access to APRs and VTRs

II.4.5. ARE Pass Rates

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Part Three

Progress Since Last Visit

- 1. Summary of Responses to the Team Findings
 - A. Responses to Conditions Not Met Bachelor of Architecture Program Master of Architecture Program
 - B. Responses to Causes of Concern Bachelor of Architecture Program Master of Architecture Program
- 2. Summary of Responses to Changes in the NAAB Conditions Bachelor of Architecture Program Master of Architecture Program

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Part Three. Progress Since Last Site Visit

- 1. Summary of Responses to the Team Findings [2006]
 - A. Responses to Conditions Not Met

Bachelor of Architecture Program (Master Program follows)

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Comment from previous B. Arch VTR [2006]:

The involvement of faculty members, students and alumni in program selfevaluation was not adequately demonstrated. Anecdotal evidence of faculty engagement in self-assessment during faculty meetings was presented to the team, these discussions were not documented. Students seemed unaware of the School's self-assessment processes and of their potential participation in these processes. The School does not have any standardized mechanism for gathering student feedback about the program. The elected student representatives were also not participating in program selfassessment. A select group of alumni, including recent graduates, provide feedback through the Dean's advisory council, but this too was not documented.

Response from Program [2011]:

The various bodies responsible for program self-assessment have been more diligent in keeping minutes and archiving documents related to their activities. While elected student leaders are inactive at this time, the Student Advisory Committee, an adhoc group convened each semester has met regularly since 2007. Described elsewhere, this group, among other things expanded in 2008 the school's studio culture policy, helped to guide the school through the disruption of a major move, and has generally provided an important forum. The School has encouraged a reemergence of a student government structure which may be in place later this spring.

The Dean's advisory committee comprised principally of alumni has become more engaged in self-assessment. A great deal of effort has been expended to encourage students to participate in course evaluations. This spring, the college administration has said it will abandon the electronic system which has been unsuccessful, replacing it with a paper-based process, which when it was suspended some years ago, was yielding extremely high response rates.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Comment from previous B. Arch VTR [2006]:

The College Catalog (in both print and electronic forms) does not use the current correct required language from Appendix A, but rather the language from the 1998 Conditions and Procedures. No equivalent of the required statement is available on the School's Web site. The School does provide the student performance criteria on its Web site.

Response from Program [2011]:

All bulletins published after April, 2006 contained the exact language found in the NAAB Conditions for Accreditation. The School added the language to subsequent bulletins and to its web site in 2007, and to its newly design web site launched in Fall, 2010.

The school is in the process of responding to the expanded requirements of 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 School is committed and the new web design is designed to keep information up to date as circumstances and requirements change.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Comment from previous B. Arch VTR [2006]:

We found no evidence of a studio culture policy produced by students and faculty, nor evidence of implementation, maintenance and of abiding by it. The faculty drafted and approved a policy, but the students were unaware of it and did not participate in formulating it.

Response from Program [2011]:

The faculty in late 2006 drafted and approved a general statement guiding studio culture. In late 2008 a sub-committee of the current Student Advisory Committee drafted and approved language intended to be appended to the orginal faculty policy. The faculty approved with little discussion and no dissent the students' language which resulted in the current policy described elsewhere. The policy is again under review this spring by the student advisory group.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Comment from previous B. Arch VTR [2006]:

The ability to listen and speak effectively was evident in the studio presentations of all years; a comparable level of ability in reading and writing was not evident.

Response from Program [2011]:

See response below to another statement of this "not met" condition

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural

Coursework

Comment from previous B. Arch VTR [2006]:

There is not a minimally adequate level of written research in any architectural courses. There is research in the studios that is presented in visual documentation, making it possible to infer its presence in coursework from the projects of some, but not all, students. Highly directed research in the early years, beyond precedent studies, is not leading to an ability to accomplish the same among students in the last year, when they must define and pursue the research themselves.

Response from Program [2011]:

See the response below to another statement of this "not met" condition

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Comment from previous B. Arch VTR [2006]:

This criterion is not met because there is no evidence that students have the ability to write outline specifications. However the ability to make technically precise drawings is well met. Beginning in the first sequence and continuing through the last, students are required to explore various documentation medium. Examples of free-hand and drafted pencil and ink drawings are a welcome inclusion in the pedagogy. Hand-built wooden models are well done and the quality and complexity of these increases throughout the years. Computer generated work is rigorously pursued and demonstrated. A well equipped wood shop and dedicated faculty member in charge are credited with the opportunity the shop offers to students.

Response from Program [2011]:

Outline specifications are now covered in Third, Fourth and Fifth year design where students are required to select and document the systems, materials and procedures required to realize their designs.

Master of Architecture Program Responses to Conditions Not Met

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Comment from previous M. Arch VTR [2008]:

As indicated by the 2006 candidacy team VTR, SAUDLA has included a brief written studio culture policy in section 4.2 of their APR, authored and approved by the faculty in May 2005. While the three sentence policy makes brief reference to the values of optimism, respect, sharing, engagement and innovation, it neither captures nor celebrates the successful and unique culture of SAUDLA. Indeed, the team received comments indicating dissatisfaction with the current policy's ability to represent the success of the student experience, as well as to communicate shared values, attitudes and expectations within SAUDLA. Moreover, it was noted that students were not included in the authoring or approval of the present policy. Although the APR makes reference to ongoing studio culture efforts, a robust plan for its implementation, maintenance, assessment and revision is neither described nor demonstrated. To its credit, however, SAUDLA has recently engaged the students in a process to revise the policy, and students are eager to collaborate in this endeavor. Such efforts are commended and encouraged.

Response from Program [2011]

The faculty in late 2006 drafted and approved a general statement guiding studio culture. In late 2008 a sub-committee of the current Student Advisory Committee drafted and approved language intended to be appended to the original faculty policy. The faculty approved with little discussion and no dissent the students' language which resulted in the current policy described elsewhere. The policy is again under review this spring by the student advisory group.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Comment from previous M. Arch VTR [2008]:

This criterion is judged —Not Met principally because there were no design studio project examples whatsoever that demonstrated or identified team efforts in developing the work. Although there was evidence of students being supportive of each other in research activities and the like, the conclusion drawn from studio project examples suggest that design is seen as an independent exercise. The stated intention to become more interdisciplinary with landscape architecture and urban design should be seen as one of the potential vehicles to remedy this condition.

Response from Program [2011]

Since the last visit we have embarked on several initiatives involving student collaboration both within the M Arch program and between the M Arch Program and the MLA Program. The two places where our efforts have been most concentrated have been in Architecture Studio 1.2 (Arch 62100) and Architecture Studio 1.4 (Arch 74100). In Arch 62100 we initiated an inter-program collaborative studio in which students from the

MLA program and students from the M Arch program work in teams for the duration of the semester to analyze a complex urban site and design projects within a shared master plan. In Arch 74100, which is our sustainable housing studio, students work in teams of two throughout the semester to conduct research and propose housing solutions. It is worth noting that we are also working collaboratively with the MLA program in Arch 74100 in order to see where in the curriculum this inter-program collaboration works best. Additionally, in Materials of Construction 1 (Arch 61300) and Materials of Construction 2 (Arch 62300) students work in teams to conduct case studies of sustainable structures as part of their education in material properties.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Comment from previous M. Arch VTR [2008]:

Evidence of an ability to design both site and building to accommodate individuals with varying physical abilities is not uniformly apparent in student work. The course syllabus for Materials and Construction 1 (Arch 61300) includes a single lecture which is stated to cover issues of accessibility, in and among a host of other regulatory requirements. Student work, however, does not provide any indication that these issues are systematically or consistently applied throughout the design curriculum, nor are they evident in design work at the ability level.

Response from Program [2011]

Beginning in the second semester in Architecture Studio 1.2 (Arch 62100) we now ask students to create a chart which outlines all relevant accessibility and life safety information in a clear graphic format. Students then use this as a guide in their design proposals to ensure that they meet these standards. This is then reinforced in Architecture Studio 1.3 (Arch 73100) and Architecture Studio 1.4 (Arch 74100), which focus on Comprehensive Design and Housing respectively.

13.16 Program Preparation (Pre Design)

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Comment from previous M. Arch VTR [2008]:

While there is evidence that students are exposed to building program requirements (as provided or generated by others) there is little to no evidence that they are charged with preparing such a document in the detail identified in the criterion. Accordingly this criterion ability is judged —Not Met.

Response from Program [2011]

The final two studios of the three year program are taught by visiting distinguished critics who bring their own unique research into the classroom. Here students analyze site conditions, take responsibility for organizing building program where necessary and respond to relevant code.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Comment from previous M. Arch VTR [2008]:

Although there is a landscape-type site planning course, there is not evidence that students have the ability to incorporate site issues into the design of buildings. Context is sometimes considered, but most often site plans, site sections, and site considerations that would give evidence to the analyses of such context are not exhibited in the design work. Accordingly this criterion ability is judged —Not Met.

Response from Program [2011]

The integration of site design in studio design work is now happening in two locations in the curricular sequence:

1. Since the last visit Site Design (Arch 73500) has been moved from the third semester to the first semester of the M Arch Program. This was done to provide students with an understanding of the fundamental issues surrounding site design at an earlier stage in their education. Their first design studio, Architecture Studio 1.1 (Arch 61100), is organized to coincide with this change by addressing a non-urban site with a complex topography in which students consider slope, climate and the fundamentals of passive solar design in the planning of a small structure.

2. An important intention of our initiative to create a collaborative studio in Architecture Studio 1.2 (Arch 62100) with the MLA program is that site will play a much more significant role in the design process than it has in the past. This collaborative studio introduces students to both new methods of site analysis and strategies for responding more intelligently to site in their proposals.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress.

Comment from previous M. Arch VTR [2008]:

While there is reference to the exposure of students to this criterion in several course syllabi, the students' comprehension application of the issues as measured by the content of mid-term and final exams of these courses and/or incorporation of such understanding in studio work is weak to non-existent. Accordingly this criterion understanding is judged —Not Met.

Response from Program [2011]

Beginning in the second semester in Architecture Studio 1.2 (Arch 62100) we now ask students to create a chart which outlines all relevant accessibility and life safety information in a clear graphic format. Students then use this as a guide in their design proposals to ensure that they meet these standards. This is then reinforced in Architecture Studio 1.3 (Arch 73100) and Architecture Studio 1.4 (Arch 74100), which focus on Comprehensive Design and Housing respectively.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.

Comment from previous M. Arch VTR [2008]:

While there is marginal evidence that this material is covered in class work, the higher standard of ability and the regular and consistent absence of evidence of its integration into building design as represented in studio design work, renders the criterion —Not Metll (see also 13.28 Comprehensive Design).

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.

13.25 Construction Cost Control (Financial Considerations)

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating.

Comment from previous M. Arch VTR [2008]:

The Team room evidence was weak to non-existent that this is as comprehensively covered as the criterion language demands. The only discussion of cost was a per-square-foot calculation in very elementary fashion. No evidence of fundamental cost estimating, schedule of values, life-cycle costs, or similar issues are evident in any course work or studio. Accordingly this criterion understanding is judged —Not Met.

Response from Program [2011]

Since the last visit we have incorporated basic cost estimation as part of Architecture Studio 1.3 (Arch 73100), which is our Comprehensive Design Studio.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design.

Comment from previous M. Arch VTR [2008]:

Students prepare some speculative technical drawings as a part of case studies, but there is no evidence that they are required to consider technical drawing, materials, details, or specifications for their own design work. Accordingly this criterion ability is judged —Not Met.

Response from Program [2011]

Since the last visit we have incorporated basic outline specifications as part of Architecture Studio 1.3 (Arch 73100), which is our Comprehensive Design Studio.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Comment from previous M. Arch VTR [2008]:

At this stage in the development and evolution of the M. Arch. 1 program the evidence is weak to nonexistent that the classroom exploration of technical issues (Building Systems Integration, Structural Systems, Environmental Systems, Building Envelope Systems, and Building Materials and Assemblies) and code regulatory requirements (Life-Safety) are uniformly incorporated in the work of a single, or series of, comprehensive design assignments. The need to develop this comprehensive ability is absolutely essential in preparing prospective architects for real-world professional assignments. The Team does not see this as mutually exclusive from the investigation of design theory or exploration of poetic architecture, but rather an issue of the simple integration of all elements required of built architecture.

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.

B. Responses to Causes of Concern

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.

Response from Program [2011]:

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
First Year	Brad Horn
Second Year	Fabian Llonch
Third Year	Visiting Distinguished Professor

Spring Elisabetta Terragni Julio Salcedo 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 long-range 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 socio-economic 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.

2. Summary of Responses to Changes in the NAAB Conditions

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:

 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. 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.

Part Four

Supplemental Information

- 1. Course Descriptions
- 2. Faculty Resumes
- 3. Visiting Team Reports (VTR) from previous visits

Bachelor of Architecture ProgramFebruary 2006Master of Architecture ProgramApril 2008

4. URL for retrieving online catalogs and related materials

Bachelor of Architecture Program – City College Undergraduate Bulletin 2009-2011 http://www1.ccny.cuny.edu/CCNYBulletin/upload/CCNY09-11UG-REV.pdf

Master of Architecture – City College Graduate Bulletin 2008-2010 http://www1.ccny.cuny.edu/CCNYBulletin/upload/CCNY-Graduate-Bulletin-2008-10-2.pdf

5. Response to the Offsite Program Questionnaire

Not applicable
COURSE DESCRIPTIONS Bachelor of Architecture

AES 11100 Design Communication Studio I (4 cr)

Course Description

Design and analysis of architectural space through a series of exercises concentrating on process and production, with an emphasis on program, scale, light, and the relationship of structure and land.

Course Goals & Objectives

Students should possess the following:

- 1. Basics of site design.
- 2. Basics of structural systems.
- 3. The ability to produce thoughtful freehand drawings as part of their process.
- 4. The ability to produce precise hard-line drawings (plan, section, elevation, axonometric, perspective).
- 5. The ability to craft precise models in wood.
- 6. The ability to clearly articulate an idea both verbally and in writing.
- 7. Understanding of the relationship of structure and landscape.
- 8. Understanding of scale.
- 9. Understanding of program.

Student Performance Criteria addressed:

- A2 Design Thinking Skills (Secondary)
- A3 Vision Communication Skills (Secondary)
- U8 Ordering Systems Skills (Secondary)

Topical Outline:

Drawing instruction: 25% Modeling instruction: 25% Spatial understanding: 20% Site analysis and design: 10% Program analysis and design: 5% Structural systems: 5% Materials selection: 5% Sun orientation: 5%

Prerequisites:

None

Suggested Textbooks/Learning Resources:

Jonathan Friedman, Creation in Space

Offered:

Fall semester- every year

Faculty assigned

Professors Fran Leadon (FT), Nandini Bagchee (FT), Denise Hoffman Brandt (FT), Lee Weintraub (FT), Johanna Dickson (ADJ), David Judelson (ADJ), Martin Stigsgaard (ADJ), Suzan Wines (ADJ).

AES 12000 Design Communication Studio II (4 cr)

Course Description:

Design and analysis of architectural space through a series of exercises concentrating on process and production, with an emphasis on teamwork, precedent, and research skills.

Course Goals & Objectives:

Students should possess the following:

- 1. Collaborative skills.
- 2. Research and precedent and its impact on the design process.
- 3. Basics of site analysis and design.
- 4. Basics of structural systems.
- 5. The ability to produce thoughtful freehand drawings as part of their process.
- 6. The ability to produce precise hard-line drawings (plan, section, elevation, axonometric, perspective).
- 7. The ability to craft precise models in wood.
- 8. The ability to clearly articulate an idea both verbally and in writing.
- 9. Understanding of the relationship of structure and landscape.
- 10. Understanding of scale.
- 11. Understanding of program.

Student Performance Criteria addressed:

- A2 Design Thinking Skills (Secondary)
- A7 Use of Precedents (Secondary)
- U8 Ordering Systems Skills (Primary)

Topical Outline:

Drawing instruction: 20% Modeling instruction: 20% Spatial understanding: 20% Site analysis and design: 10% Program analysis and design: 10% Structural systems: 10% Materials selection: 5% Sun orientation: 5%

Prerequisites:

AES 11100: Design Communication Studio I

Suggested Textbooks/Learning Resources:

Frank Lloyd Wright, The Natural House. John Sergeant, Frank Lloyd Wright's Usonian Houses: The Case for Organic Architecture. William Cronon, Nature's Metropolis. Ralph Waldo Emerson, Nature.

Offered: Spring semester- every year

Faculty assigned

Professors Fran Leadon (FT), Nandini Bagchee (FT), Johanna Dickson (ADJ), David Judelson (ADJ), Martin Stigsgaard (ADJ), Suzan Wines (ADJ).

AES 21200, Introduction to the Built Environment of New York City (2 cr)

Course Description:

The course examines New York City's past and present through lectures, readings, a writing and sketching project, and walking tours. New York City is revealed as a place: a complex network of topography, streets, neighborhoods, buildings, and people, embedded with artifacts and memories.

Course Goals & Objectives:

- Understanding of New York City as a place and as a landscape.
- Understanding of New York City's political and cultural history, from Munsee Indian settlements to Dutch, English, and American colonies.
- Understanding of New York City's physical history, including pre-industrial villages, the Commissioner's Plan, the Civil War, World Wars, Urban Renewal, and the recent building boom.
- Understanding of the history of the practice of architecture in the city, from John McComb and the Federal Style to Robert Moses and modernism.
- Understanding of the history of materials in the building of New York City, from wood, brick, marble, and brownstone to cast-iron, steel, terra cotta, and glass.

Performance Criteria Met:

Visual Communication Skills (Secondary) Cultural Diversity (Secondary)

Topical Outline:

Lectures: 40% Walking Tours: 10% Writing and Sketching Project: 30% Exams: 20%

Prerequisites: None

Textbooks/Learning Resources:

AIA Guide to New York City (required) plus weekly readings.

Offered: Spring semester annually.

Faculty assigned: Lance Brown (FT), Fran Leadon (FT), Bret Walliser (PT), Jessica Maktal (PT), Bradley Kaye (PT).

AES 23000 Communications Workshop III (4 cr)

Course Description:

The course focuses on developing methods to explore the spatial and material consequence of precedent through the design of a house for live & work.

Course Goals & Objectives:

- •Visual / Communication Skills
- •Design Thinking through Methodology
- •Precedent Analysis
- •Ordering Systems Skills

Performance Criteria Met:

A.2 Design Thinking Skills (Primary)A.3 Visual Communication Skills (Primary)A.7 Uses of Precedents (Secondary)A.8 Ordering Systems Skills (Secondary)

Topical Outline:	
Representation / Methodology exploration	10%
Precedent analysis	15%
Site Analysis	15%
Design Synthesis	60%

Prerequisites:

AES 11000 Communications Workshop I (1st Year Design Studio) + AES 12000 Communications Workshop II (1st Year Design Studio)

Textbooks/Learning Resources:

Allen, Stan "Mapping the Unmappable: On Notation," *Practice Architecture, Technique and Representation.* Overseas Publishers Association, 2000.

Evans, Robin, "Translations from Drawing to Building." *Translations from Drawing to Building and other Essays. Cambridge*, MA: MIT Press, 1997.

Leach, Neil, Rethinking Architecture, New York: Routledge, 1997.

McGrath, Brian and Jean Gardner, *Cinemetrics: Architectural Drawing Today*, Wiley-Academy, 2007. Tschumi, Bernard "Operative Drawing," de Zegher, Catherine and Wigley, Mark, eds. *The Activist Drawing: Retracing Constant's New Babylon*, MIT Press, 2001.

Offered:

Fall Semester, yearly

Faculty assigned:

Antonio Furgiuele, 2nd Year Coord, adjunct (Sp 2011) Antonio DiOronzo, adjunct (Fall 2010) Maria Berman, adjunct (Fall 2010)

Nandini Bagchee, F/T (Spring 2011) Ali Hocek, adjunct (Fall 2010, Spring 2011) Arthur Haritos, adjunct (Fall 2010, Spring 2011)

AES 23202 Survey of World Architecture I (3 cr)

Course Description:

This is the first of a four-semester sequence that examines the physical forms of world architecture and related arts in response to place, politics, culture, and society. This semester case study examples from the Neolithic period to the 14th century in Europe, Asia, Africa, and the Americas are discussed. Two lectures and an advanced seminar are required weekly.

Course Goals and Objectives:

- 1. To deepen students' grasp of the history of built environment.
- 2. To hone students' analytic skills with respect to the form and meaning of monuments.
- 3. To improve their communication skills.
- 4. To articulate their ideas about architecture through considering the interaction of buildings with place and the societies that produced them.
- 5. To think about the implications of architectural forms within society and the responsibility of those who design them.
- 6. To analyze the different parts of a building or space and to understand the ways in which form affects human experience and interaction.
- 7. To read architecture as a document of political, social, environmental, and philosophical values throughout time.
- **8.** To form an idea of the kind of architect they want to be and how they might choose to transform society through the buildings and environments they create.

The recitation section, an integral component of this course, includes discussions of assigned readings and monuments discussed in lecture, and in class writing assignments. Four short papers.

Student Performance Criteria Addressed:

- A.1 Communication skills (Secondary)
- A. 9 Historical traditions and global culture (Primary)
- A.10 Cultural diversity (Primary)
- C.2 Human behavior (Secondary)
- C.8 Ethics and professional judgment (Secondary)
- C.9 Community and social responsibility (Secondary)

Topical Outline:

Analytical thinking (20%) Reading and writing (70%) Discursive skills (10%)

Prerequisites:

None

Textbooks and Learning Resources:

Spiro Kostof, A History of Architecture: Settings and Rituals and other readings.

Offered:

Fall only, annually

Faculty assigned

Marta Gutman (FT), Seth Roye (ADJ)

AES 23300 Introduction to Digital Media (4 cr)

Course Description:

First course in the concepts and use of digital media for architecture, introducing the fundamental ideas, operations and procedures on which imaging, visualization, CAD and modeling related to architecture are based.

Course Goals & Objectives:

Students should be able to:

- 1. Effectively visualize and graphically express concepts, ideas, and objects of low to medium complexity, and produce visual products of high quality using the computer as a medium of expression.
- 2. Be able to articulate verbally and orally the ideas, concepts and tools related to digital media
- 3. Use the major tools and commands of image processing software effectively
- 4. Understand concepts and effectively use digital 2D design and graphics tools used in architecture
- 5. Understand concepts and effectively use 3-D modeling, materials application, lighting, and rendering.
- 6. Be able to use digital tools to composite (combine and compose) graphic information of various types from a variety of sources into informative, logical, and attractive presentations
- 7. Know the various types of input and output and how to manage work flow to obtain graphic, print, and digital presentations.
- 8. Demonstrate skill in finding, assembling and utilizing resources to support knowledge and skill acquisition related to digital media applications
- 9. Be capable of continued self-directed independent development of understanding and skill in the application of digital media to architecture

Student Performance Criteria addressed:

A. 3. Visual Communication Skills (Primary)

Topical Outline (include percentage of time in course spent in each subject area):

Image Processing -10% 2D Digital Drawing (CAD) – 30% 3D modeling and rendering– 30% Image post processing and compositing – 10% Survey of other applications such as bim, parametrics, generative solutions, solar and energy analysis, etc. 10%

Prerequisites:

AES 110 and 120 – Design studios

Textbooks/Learning Resources:

Mastering Autocad, George Omura or current alternative Current references for Photoshop, Illustrator A/V tutorials supplied for use or downloading from school network Specific, vetted references (URL's) to on-line sources of tutorial and reference material

Offered (semester and year):

Fall, Spring, Summer – annually

Faculty assigned

Professors G. Gebert (FT), M.T. Chang (FT), L. Igelhart(ADJ)

AES 24000 Communications Workshop IV (4 cr)

Course Description:

The course focuses on advanced methods to explore the programmatic and contextual relations of precedent through the design of a public library.

Course Goals & Objectives:

- •Advanced Visual / Communication Skills
- Design Thinking through Methodology / Materials
- Precedent / Program Analysis
- •Ordering Systems Skills

Student Performance Criteria addressed:

A.2 Design Thinking Skills (Primary) A.8 Ordering Systems Skills (Primary)

Topical Outline:	
Representation / Methodology exploration	10%
Precedent / Program analysis	10%
Site / Context Analysis	15%
Design Synthesis	65%

Prerequisites:

AES 11000 Communications Workshop I (1st Year Design Studio) + AES 12000 Communications Workshop II (1st Year Design Studio) AES 23000 Communications Workshop III (2nd Year Design Studio)

Textbooks/Learning Resources:

Clark, Roger H. and Michael Pause, *Precedents in Architecture: Analytic Diagrams, Formative Ideas, and Partis,* Wiley; 3 edition, 2004. Eisenman, Peter, *Ten Canonical Buildings: 1950-2000,* Rizzoli, 2008. Frampton, Kenneth, "Introduction", *Studies of Tectonic Culture,* MIT Press, 2001. Tschumi, Bernard, "Sequences," *Architecture and Disjunction,* MIT Press, 1996. Tufte, Edward R., *Envisioning Information,* Graphics Press, 1990.

Offered:

Spring Semester, yearly

Faculty assigned:

Antonio Furgiuele, 2nd Year Coord, adjunct (Sp 2011) Antonio DiOronzo, adjunct (Fall 2010) Maria Berman, adjunct (Fall 2010)

Nandini Bagchee, F/T (Spring 2011) Ali Hocek, adjunct (Fall 2010, Spring 2011) Arthur Haritos, adjunct (Fall 2010, Spring 2011)

AES 24202 Survey of World Architecture 2 (3 cr)

Course Description:

This is the second of a four-semester sequence that examines the physical forms of world architecture and related arts in response to place, politics, culture, and society. This semester, case study examples from Europe, Asia, Africa, and the Americas in the 15th to 18th centuries are discussed. Two lectures and an advanced seminar are required weekly.

Course Goals and Objectives:

- 1. To deepen students' grasp of the history of built environment.
- 2. To hone students' analytic skills with respect to the form and meaning of monuments.
- 3. To improve their communication skills.
- 4. To articulate their ideas about architecture through considering the interaction of buildings with place and the societies that produced them.
- 5. To think about the implications of architectural forms within society and the responsibility of those who design them.
- 6. To analyze the different parts of a building or space and to understand the ways in which form affects human experience and interaction.
- 7. To read architecture as a document of political, social, environmental, and philosophical values throughout time.
- **8.** To form an idea of the kind of architect they want to be and how they might choose to transform society through the buildings and environments they create.

The recitation section, an integral component of this course, includes discussions of assigned readings and monuments discussed in lecture, and in class writing assignments. The sketchbook is introduced in this semester.

Student Performance Criteria Addressed:

- A.1 Communication skills (Secondary)
- A. 9 Historical traditions and global culture (Primary)
- A.10 Cultural diversity (Primary)
- C.2 Human behavior (Secondary)
- C.8 Ethics and professional judgment (Secondary)
- C.9 Community and social responsibility (Secondary)

Topical Outline:

Analytical thinking/ Sketching (20%) Reading and writing (70%) Discursive skills (10%)

Prerequisites:

AES 232.02

Textbooks and Learning Resources:

Spiro Kostof, A History of Architecture: Settings and Rituals and other readings.

Offered:

Spring only, annually

Faculty assigned Sean Weiss (adjunct)

ARCH 24302 Statics and Strength of Materials (3 cr)

Course Description: Evaluation of the balance of stationary forces in such statically determinate structural elements as beams, columns, cables, trusses, arches; analyzing reactions, axial forces, shear forces, and bending moments. The evaluation of cross—sectional properties; measuring axial shear, bending, twisting, and buckling strength of structural elements.

Course Goals & Objectives:

Not a building or a bridge can be constructed without some prior analysis based on the principles of mechanics and strength of materials. Mechanics, statics in particular, is the study of bodies at rest --in a state of balance. Through the application of the principles of statics we answer questions such as: What load will the column have to support? What is the tension in the bridge cable? Mechanics is an analytical subject which makes use of mathematics in all of its forms: in particular, algebra, trigonometry and geometry.

The principles of statics, with application to statically determinate structures such as beams, trusses and three pin arches, enables us to determine reactions and internal moments acting on sections of a structure.

Strength of materials, as useful to architects, studies the properties of structural sections (timber, steel) such as moment of inertia, radius of gyration. This leads to the calculation of axial, bending and shear stresses as well as deflections in beams.

With these fundamental principles learned, the architectural student can proceed to the design of structural elements such as beams and columns in different material: wood, steel, concrete: in accordance to the relevant building codes.

Student Performance Criteria addressed:

B.9 Structural Systems (primary)

Topical Outline (include percentage of time in course spent in each subject area):

Review of basic math and procedures	10%
Force Systems, Resultants, Couples	10%
Center of Gravity, Centroids, Equilibrium	10%
Force Analysis of Structures	10%
Moment of Inertia, Radius of Gyration	10%
Concept of Stress – axial, shear, bearing	10%
Concept of strain; Deformation	10%
Shear and Moment in beams	10%
Shear and Moment diagrams	10%
Stresses in Beams; Bending & Shear	10%

Prerequisites:

Physics 21900

Textbooks/Learning Resources:

Statics and Strength of Materials — Irving Levinson

Offered (semester and year):

Spring only; annually

Faculty assigned:

D. Pilla (F/T), M. Silberberg (Adj)

ARCH 35100 Design Studio 1 (5 cr)

Course Description:

Students will focus on "site specificity" and its relationship with the process of design. This requires close attention to patterns of living and issues of materiality.

Course Goals & Objectives:

- 1. To teach students to establish a conceptual theme for investigation and research.
- 2. To encourage students to generate an array of documents that describes the assigned site across a spectrum of scales.
- 3. To teach how analysis will uncover a range of performative strategies specific to the location and the project.
- 4. To enable students to disassemble the building to understand connections among its component parts.
- 5. -to help students to discover how human habitation translates into space, and how space affects its inhabitants

Student Performance Criteria:

A.5 Investigative Skills (Primary)
A.6 Fundamental Design Skills (Primary)
A.7 Uses of precedents: (Primary)
A 11. Applied Research (Secondary)
B. Accessibility (Secondary)
B.3 Sustainability (Secondary)

Topical Outline:

Research (reading): 10% Research (collecting documents): 20% Editing (diagrams and drawings): 30% Editing (models): 20% Editing (presentation strategies): 20%

Prerequisites:

None

Textbooks/Learning Resources (selection):

- 1. Richard Plunz, A History of Housing in New York City, Columbia University Press, 1990.
- 2. Inaki Abalos, The Good Life. A Guided Visit to the Houses of Modernity, Barcelona, 2001.
- 3. Steven Holl, Anchoring, Princeton Architectural Press, 1991
- 4. Bauhaus, ed. by Jeannine Fiedler and Peter Feierabend, Cologne: Koenemann, 1999.
- 5. Diotallevi e Marescotti, *II problema sociale costruttivo ed economico dell' abitazione*, Milano: Poligono, 1950.
- 6. Michelle Addington and Daniel L. Schodek, *Smart Materials and Technologies in Architecture,* Burlington, MA: Architectural Press, 2004.

Offered (semester and year):

Fall 2010 Faculty assigned: Elisabetta Terragni Coordinator, (five studios): Nandini Bachee - Alberto Foyo - Vanessa Keith - Ivan Rosa - Elisabetta Terragni

Arch 35202 Survey of World Architecture 3 (3 cr)

Course Description

This is the third of a four-semester sequence that examines the physical forms of world architecture and related arts in response to place, politics, culture, and society. This semester, case study examples from Europe, Asia, Africa, the Americas, and Oceania in the late 18th, 19th, and early 20th centuries are discussed. Two lectures and a recitation section are required weekly.

Course Goals and Objectives:

- 1. To deepen students' grasp of the history of built environment.
- 2. To hone students' analytic skills with respect to the form and meaning of monuments.
- 3. To improve their communication skills.
- 4. To articulate their ideas about architecture through considering the interaction of buildings with place and the societies that produced them.
- 5. To think about the implications of architectural forms within society and the responsibility of those who design them.
- 6. To analyze the different parts of a building or space and to understand the ways in which form affects human experience and interaction.
- 7. To read architecture as a document of political, social, environmental, and philosophical values throughout time.
- **8.** To form an idea of the kind of architect they want to be and how they might choose to transform society through the buildings and environments they create.

The recitation section, an integral component of this course, includes discussions of assigned readings and monuments discussed in lecture, and in class writing assignments. The sketchbook continues in this semester.

Student Performance Criteria Addressed:

- A.1 Communication skills (Secondary)
- A. 9 Historical traditions and global culture (Primary)
- A.10 Cultural diversity (Primary)
- C.2 Human behavior (Secondary)
- C.8 Ethics and professional judgment (Secondary)
- C.9 Community and social responsibility (Secondary)

Topical Outline:

Analytical thinking/ Sketching (30%) Reading and writing (60%) Discursive skills (10%)

Prerequisites:

AES 232.02 AES 242.02

Textbooks and Learning Resources:

Spiro Kostof, A History of Architecture: Settings and Rituals and other readings.

Offered:

Fall only, annually

Faculty assigned

To be offered in Fall 2011, for the first time

ARCH 35401 Design of Wood and Steel Structures (3 cr)

Course Description: This course introduces students of architecture to the design of wood and steel structures. It covers the properties of these materials and the structural analysis of building components made from them. Students will learn to select and size structural members and detail their connections. They will develop an understanding of the behavior of structural systems made from wood or steel which will help them design building structures as part of a safe, functional, economical, and aesthetical building design.

Course Goals & Objectives:

The course has the objective of making architecture students familiar with the nature and behavior of wood and steel structures and with the tools employed for their engineering so that the design of structural systems becomes a natural and integral aspect of their conceptual building design approach. It has the further goal of providing the understanding and language to creatively communicate with the structural engineer on the design team, and to be able to read and coordinate structural drawings. Understanding the forms which are natural to buildings framed in wood or steel, and being aware of the wealth of available structural forms and solutions helps the future architect to produce creative answers for a better built environment.

Understanding the forms which are natural to buildings framed in wood or steel, and being aware of the wealth of available structural forms and solutions helps the future architect to produce creative answers for a better built environment.

Student Performance Criteria addressed:

B.9 Structural Systems (primary)

Topical Outline (include percentage of time in course spent in each subject area):

Roof Systems	10%
Floors, Loads and design	20%
Buckling	10%
Steel Design	10%
Steel Floor Design	10%
Live Load & Column Loading	10%
Transfer	10%
Long Span	10%
Cable and Other Special Structures	10%

Prerequisites:

AES 24300 - Statics and Strength of Materials

Textbooks/Learning Resources:

AISC Steel Construction Manual

Offered (semester and year):

Fall only; annually

Faculty assigned:

D. Pilla (F/T), M. Silberberg (Adj)

ARCH 35301 Construction Technology 1 (3 cr, 1 1/2 hr lecture; 1 1/2 hr seminar/wk)

Course Description

First of four-technology course sequence. Introducing relationships between materials, systems and design - primary focus smaller scale wood and masonry structures making space and form.

Course Goals & Objectives

Students should be able to:

- 1. Gain an understanding and appreciation for the interrelatedness of materials, building systems and form making.
- 2. Gain familiarity with criteria for materials and construction systems
- 3. Articulate verbally and visually the ideas, concepts and possible resolutions in form of the designsystem-material symbiosis
- 4. Develop good habits in research through printed and digital resources
- 5. Demonstrate an understanding through tests, and major semester long research project with drawings and model of the interrelatedness of form, space, systems and materials

Student Performance Criteria Addressed:

- A.4 Technical Documentation (primary)
- B.5 Life Safety (Secondary)
- B.9 Structural Systems (Secondary)
- B.10 Building Envelope Systems (primary)
- B.12 Building Materials and Assemblies (primary)
- C.1 Collaboration (secondary)

Topical Outline:

Requirements – 10% Foundations – 10% Wood & Wood systems – 35% Masonry & masonry systems – 35% Glazing: greenhouse principles & passive design strategies– 10%

Prerequisites:

Junior (3rd) year status

Textbooks/Learning Resources:

Fundamentals of Building Construction, Edward Allen, 5th Ed. Supplemented with current articles on developments in materials and construction methods

Offered:

Fall semester every year

Faculty Assigned:

Professors A. Feigenberg (FT), C. Volkmann (FT), E. Akselrad (ADJ), A. Eatman (ADJ)

ARCH 35302 Site Technology (3 cr)

Course Description:

Study of environmental context and the natural environment; technical instruction concerns surveying, grading, drainage, and layout; theoretical basis for site planning investigated with site plan prototypes.

Course Goals and Learning Objectives:

- Understand sites in the broader context of the natural environment including climate, geology, land forms, soils, hydrology and vegetation
- Prepare a site analysis including an intelligent synthesis including a variety of factors
- Be proficient in the technical issues of grading, cut and fill, drainage, layout, vertical curves, etc.
- Understand the design relationship between buildings and sites
- Understand the theoretical bases for site planning in terms of cultural context and prototypical solutions

Student Performance Criteria

A.5. Investigative Skills (primary)

B.4. Site Design (primary)

Topical Outline:

Site analysis	20%
Site planning techniques	65%
Theory	15%

Textbooks / Learning Resources:

<u>Site Planning</u> (3rd Edition), MIT Press, Lynch and Hack <u>Simplified Site Engineering</u> (2nd Edition), Wiley, Parker MacGuire Ambrose <u>Design with Nature</u> Wiley, McHarg

Prerequisites:

None

Offered:

Fall Semester annually

Instructors:

Gisolfi (F/T), Hopper (P/T)

ARCH 36100 Design Studio 2 (5 cr)

Course Description:

A public building that serves the community's self-interest and its educational ambition. Students will seek to give rhyme and reason to accidental geography and shifting demography.

Course Goals & Objectives:

- 1. To teach student to investigate the urban experience in their diverse aspects, at different ages and in different social contexts.
- 2. To enable students to achieve an appropriate scale for their project so as to enable occupants to find ways of experiencing the city.
- 3. To enable students to combine a number of public agencies at an important transportation hub, near highways, subways, a canal and a network of residential streets.
- 4. To encourage students to embrace the citizens's concerns for pressing environmental issues raised by the nearby canal.
- 5. To help students to discover an opportune site where educational purposes combine with practical necessities.

Student Performance Criteria:

- A.5 Investigative Skills (secondary)
- A 6. Fundamental Design Skills: (Primary)
- A.7 Uses of Precedents (primary)
- B.2 Accessibility (secondary)
- B.3 Sustainability (secondary)
- B.4 Site Design (secondary)
- B.5 Life Safety (Primary)
- B.7 Financial Considerations (secondary)

Topical Outline:

Research (reading): 10% Research (collecting documents): 20% Editing (diagrams and drawings): 30% Editing (models): 20% Editing (presentation strategies): 20%

Prerequisites:

None

Textbooks/Learning Resources (selection):

- 1. Olafur Eliasson, Colour Memory and Other Informal Shadows, ed. by Caroline Eggel, Oslo, 2004.
- 2. Thomas Demand, MoMA Exhibition Catalogue, New York, 2005.
- 3. Stanford Anderson, On Streets, MIT Press, 1986.
- 4. Lisa Heschong, Thermal Delight in Architecture, MIT Press, 1979.
- 5. Un'ichiro Tanizaki, In Praise of Shadows, Leete's Island Books, 1977.
- 6. Constructing Architecture, Materials Processes Structures. A Handbook, ed by Andrea Deplazes Birkhaeuser, 2008,

Offered (semester and year):

Spring 2011 Faculty assigned:

Elisabetta Terragni Coordinator: four studios: - Alberto Foyo - Adam Heys - Vanessa Keith - Ivan Rosa

Arch 47202 Survey of World Architecture 4 (3 cr)

Course Description

This is the fourth of a four-semester sequence that examines the physical forms of world architecture and related arts in response to place, politics, culture, and society. This semester, case study examples from Europe, Asia, Africa, the Americas, and Oceania in the 20th and 21st centuries are discussed.

Course Goals and Objectives

- 1. To deepen students' grasp of the history of built environment.
- 2. To hone students' analytic skills with respect to the form and meaning of monuments.
- 3. To improve their communication skills.
- 4. To articulate their ideas about architecture through considering the interaction of buildings with place and the societies that produced them.
- 5. To think about the implications of architectural forms within society and the responsibility of those who design them.
- 6. To analyze the different parts of a building or space and to understand the ways in which form affects human experience and interaction.
- 7. To read architecture as a document of political, social, environmental, and philosophical values throughout time.
- **8.** To form an idea of the kind of architect they want to be and how they might choose to transform society through the buildings and environments they create.

The recitation section, an integral component of this course, includes discussions of assigned readings and monuments discussed in lecture, and in class writing assignments. Three papers are required.

Student Performance Criteria Addressed

- A.1 Communication skills (Secondary)
- A. 9 Historical traditions and global culture (Primary)
- A.10 Cultural diversity (Primary)
- C.2 Human behavior (Secondary)
- C.8 Ethics and professional judgment (Secondary)
- C.9 Community and social responsibility (Secondary)

Topical Outline

Analytical thinking (20%) Reading and writing (60%) Discursive skills (20%)

Prerequisites

AES 232.02, AES 242.02, Arch 352.02

Textbooks and Learning Resources

William Curtis, Modern Architecture Since 1900 and other readings.

Offered

Spring only, annually

Faculty assigned

To be offered in spring 2012 for the first time.

ARCH 36401 Design of Reinforced Concrete Structures (3 cr)

Course Description: Evaluation of the balance of stationary forces in such statically determinate structural elements as beams, columns, cables, trusses, arches; analyzing reactions, axial forces, shear forces, and bending moments. The evaluation of cross—sectional properties; measuring axial shear, bending, twisting, and buckling strength of structural elements.

Course Goals & Objectives:

This course introduces students of architecture to the design and engineering of concrete structures, covering material properties, mechanics of reinforced and pre-stressed concrete systems, and numerical methods of sizing structural members and their reinforcement, and criteria for proportioning concrete building frames and their components as part of a safe, functional, economical, and aesthetic design.

Student Performance Criteria addressed

B.9 Structural Systems (primary)

Topical Outline (include percentage of time in course spent in each subject area):

Concrete materials and properties 10%	
Architectural forms of concrete structures and their evolution	10%
Design of reinforced concrete beams, slabs, columns, walls and footings	20%
Flat Slab Structures	10%
Moment of Inertia, Radius of Gyration	10%
Concrete joints, tee sections, waffle slabs	10%
Pre-stressed concrete structures	10%
Review of concrete arches, domes, shells	10%
Reiview of concrete structures for bridges, retaining walls, dams, etc.	10%
Stresses in Beams; Bending & Shear	10%

Prerequisites:

Arch 35401 - Wood and Steel

Textbooks/Learning Resources:

Design of Concrete Structures, Nilson, Darwin, Dolan, Thirteenth Edition Supplemented by numerous hand-outs and notes authored by the instructor

Offered (semester and year):

Fall only; annually

Faculty assigned

D. Pilla (F/T), M. Silberberg (Adj)

ARCH 36301 Construction Technology 2 (3 cr)

Course Description

Second in four-technology course sequence. Continue exploration between materials (steel, concrete, and fabric), systems and design focusing on larger scale, longer span– standard & prefabrication.

Course Goals & Objectives

Students should be able to:

- 1. Gain an understanding and appreciation for the interrelatedness of materials, building systems and form making.
- 2. Gain familiarity with criteria for materials and construction systems
- 3. Articulate verbally and visually the ideas, concepts and possible resolutions in form of the designsystem-material symbiosis
- 4. Develop good habits in research through printed and digital resources

Student Performance Criteria Addressed:

- A.4 Technical Documentation (primary)
- B.5 Life Safety (secondary)
- B.8 Environmental Systems (secondary)
- B.9 Structural Systems (secondary)
- B.10 Building Envelope Systems (primary)
- B.12 Building Materials & Assemblies (primary)
- C.1 Collaboration (secondary)

Topical Outline: (including percentage of time in course spent in each subject area):

Comparison of materials & systems – 10% Energy Efficiency, insulation, materials & strategies – 10% Steel – 25% Concrete (poured-in-place & precast) – 25% Glazing & Curtain Wall – 10% B.I.M. – 10% Fabric & Membrane – 10%

Prerequisites:

Arch 35301

Textbooks/Learning Resources:

Fundamentals of Building Construction, Edward Allen, 5th Ed. Supplemented with current articles on developments in materials and construction methods

Offered:

Spring semester every year

Faculty Assigned:

Professors A. Feigenberg (FT), C. Volkmann (FT), E. Akselrad (ADJ), A. Eatman (ADJ)

ARCH 47100 Design Studio 3 (6 cr)

Course Description:

This studio is focused on the investigation and design of multi-unit housing in an urban context, organized around a series of phases including site analysis, program analysis, precedent investigation, concept, and design development. The initial phase focuses on a rigorous analysis of the surrounding neighborhood and site accomplished by the analysis of a program, and precedent studies that incorporate alternate housing philosophies. Site plans are developed and evaluated against the program intentions. The design process is then organized in a series of phases focusing on the study of building massing and circulation, dwelling unit layouts, open space, façade, and building details and technologies. The analysis phases are produced by 2 to 4-student teams to promote collaborative experience. Except for the initial team-based urban sketch exercise, the design work is done individually by each student.

Strategies for sustainable design are investigated through the context and site analysis, as well as in the precedent studies. A short design assignment emphasizes energy conserving design, and sustainable design strategies are incorporated in the building design solutions.

Performance in studio is evaluated on the basis of frequent pin-ups and interim and final reviews corresponding to each phase of the course organization.

Course Goals & Objectives:

The objectives for the fourth year design studio are to have students:

- 1. Understand the characteristics of housing typologies.
- 2. Apply design precedents in establishing a theoretical and formal position.
- 3. Analyze/edit a program for housing recognizing the urban social implications.
- 4. Investigate housing form in relationship to existing urban and natural context.

5. Determine the appropriate structural systems, construction details and use of materials for formal expression of the building.

6. Incorporate sustainable design strategies.

Student Performance Criteria:

Primary

- A.11. Applied Research
- B. 2. Accessibility
- B. 3. Sustainability
- C. 1. Collaboration

Secondary

- A. 5. Investigative Skills.
- A. 6. Fundamental Design Skills
- B. 4. Site Design:.

Topical Outline:

Research (reading): 10% Research (collecting documents): 20% Editing (diagrams and drawings): 30% Editing (models): 20% Editing (presentation strategies): 20%

Prerequisites:

Successful completion of Arch 361

Textbooks/Learning Resources (selection):

French, Hilary. <u>Key Urban Housing of the Twentieth Century</u>, N.Y.: W. W. Norton, 2008. Schneider, Friederike, ed. <u>Floor Plan Atlas</u>, Boston, MA: Birkhauser Verlag, 1997. [NA7126. G78 1997] Sherwood, Roger. Modern Housing Prototypes, Cambridge, MA: Harvard University Press, 1981. ("Introduction," pp. 1-25). [NA7126.S48] http://housingprototypes.org/ Kwok, Alison, and Grndzik, Walter.<u>The Green Studio Handbook: Environmental Strategies for Schematic</u> <u>Design</u>. Architectural Press, 2006. [TH880 .K87 2007]

Offered: Spring 2011 Fac. assigned: Gisolfi (coordinator), Collins, Krevlin, Piper, Salcedo, & Williamson

ARCH 47100 Design Studio III (6 cr) (Solar Decathlon Section)

Course Description:

Development of the project design and build a solar powered house for CCNY Team New York's contribution to the 2011 cycle of the Solar Decathlon, sponsored by the US Department of Energy. The focus this semester is on developing the design and detailing the Solar Roof pod.

Course Goals & Objectives:

- 1. Have a strong understanding of the appropriateness of larger working scales for the materialization of a project, and their interrelationship in the design process.
- 2. Understand how materialization and considerations of program and site influence each other, and must be seen jointly during the design process.
- 3. Understand the relevance of Construction Documents as a communication system amongst all parties involved, in order to define instructions for a buildable project.
- 4. Be able to articulate a vocabulary of aesthetics that convey beauty as well as performance as values, developing aspects of sustainability architecturally.
- 5. Have acquired a foundation for extending technical understanding of structure and materialization issues, and their integration into design concepts.

Student Performance Criterion/a addressed - NAAB Performance Criteria:

- A.5. Investigative Skills (Secondary)
- A. 6. Fundamental Design Skills (Secondary)
- A.11. Applied Research (primary)
- B. 2. Accessibility (primary)
- B. 3. Sustainability (primary)
- B.4 Site Design (secondary)
- C. 1. Collaboration (primary)

Topical Outline:

General Structure of Building + Deck Surrounding + PV trellis (25%) Vertical Envelope of Building (Façade) (25%) Core north side (exterior+bathroom) (25%) Core south side (exterior+mechanical room+kitchen) (25%)

Prerequisites:

Successful completion of ARCH 36100

Textbooks/Learning Resources:

- 1. DOE 2011 Solar Decathlon Draft Rules
- 2. Construction Documents and Project Manuals of past Solar Decathlon cycles (2007, 2009)
- 3. CAD/Revit Standards (NCS); CSI's Uniform Drawing System
- 4. CSI MasterFormat[™] Project Resource Manual
- 5. Andrea Deplazes, ed., "Constructing Architecture, Materials Processes Structures: A Handbook"
- 6. M.Fuchs, T.Stark, M.Zeumer, "Energy Manual Sustainable Architecture" (Birkhäuser Publ., 2008)
- 7. Christian Schittich, ed., "In Detail-Building Skins" (Birkhäuser Publ., 2006)
- 8. Christian Schittich, ed., "Building Simply" (Birkhäuser Publ., 2005)
- 9. Thomas Herzog, Roland Krippner, Werner Lang, "Facade Construction Manual" (Birkhäuser, 2004)
- 10. Joseph Lstiburek, "Cold Climates: Details for Design and Construction" (Taunton Press, 2002)
- 11. Leonard R. Bachman, "Integrated Buildings The Systems Basis of Architecture" (Wiley, 2002)

Offered (semester and year):

Fall 2010

Faculty assigned: Christian Volkmann (F/T)

ARCH 47301 Construction Technology III (3 cr)

Course Description

Introduction to mechanical, electrical and vertical transportation systems in various building types, including space requirements, Code implications and coordination with other building systems.

Course Goals & Objectives

For the different mechanical, electrical and vertical transportation systems presented, students should be capable of the following:

- 1. Understanding purpose of systems.
- 2. Recognizing terminology used.
- 3. Knowing location of major components with respect to building architecture.
- 4. Understanding paths of distribution.
- 5. Understanding rudimentary Code requirements.
- 6. Evaluating economic considerations (e.g., simple payback analysis).
- 7. Knowing sustainability considerations.

Student Performance Criteria addressed:

B.8 Environmental Systems (primary) B.11 Building Service Systems (primary)

Topical Outline:

Technical Documentation - 90% Presentation Skills - 10%

Prerequisites:

Textbooks/Learning Resources:

Mechanical and Electrical Equipment for Buildings; 10th Edition; Stein, Reynolds, Grondzik, and Kwok; John Wiley & Sons.

Offered:

Fall only, annually.

Faculty Assigned:

Donald A. Mongitore (Adjunct Professor)

ARCH 48100 Design Studio IV (6 credits)

Course Description:

Arch 48100 is the second semester of the 4th Year design studio sequence. The course focuses on public buildings. The building types studied range from places of assembly to cultural and educational facilities. Programs are of medium size, 30,000 to 70,000 SF, and complex in nature. The underlying premise of the studio is to simulate the design process as it occurs in practice. To this end, the studio begins with a phase in which the site context is documented by student teams, design precedents are studied, and the building program is analyzed.

This is followed by the individual development of alternative site plans and building concepts that are evaluated through class discussion. Each student then selects a specific scheme for development during the remainder of the term. The development of the design is organized into phases in which specific aspects are investigated, including individual spaces, spatial sequence, (including means of egress and ADA compliance), structural and mechanical systems, façade, open space design and, of course, sustainable design). After the mid-term review, students will undertake a "sketch study" to investigate in further detail a major space in their building.

Requirements:

Performance in studio is evaluated on the basis of frequent pin-ups and interim and final reviews corresponding to each phase of the course organization.

Course Goals & Objectives:

- 1. Understand the characteristics of complex, public buildings.
- 2. Utilize design precedents to establish a theoretical and formal position.
- 3. Engage with the insertion of a multifaceted program onto an urban infill site.
- 4. Analyze and respond to an urban context and investigate the nature of pubic space.
- 5. Incorporate sustainable design strategies, utilizing an expanded definition encompassing both energy efficiency and civic, social and cultural responsibility.
- 6. Determine the appropriate structural systems, construction details and use of materials for formal expression of the building.

Student Performance Criteria

Primary

- B. 2. Accessibility
- B. 3. Sustainability
- B. 5. Life Safety
- B. 7 Financial Considerations
- C. 1. Collaboration

Secondary

A. 6. Fundamental Design Skills

Topical Outline:

Research (reading): 10% Research (collecting documents): 20% Editing (diagrams and drawings): 30% Editing (models): 20% Editing (presentation strategies): 20%

Prerequisites: Successful completion of Arch 47100 **Offered:** Spring semester – every year **Faculty Assigned:** Peter Gisolfi (Coord), Timothy Collins, Joan Krevlin, Victoria Meyers

ARCH 48100 Design Studio IV (6 cr) (Solar Decathlon Section)

Course Description:

A continuation of the project to design and build a solar powered house for CCNY Team New York's contribution to the 2011 cycle of the Solar Decathlon, sponsored by the US Department of Energy. The focus this semester is on constructing and explaining the Solar Roof pod.

Course Goals & Objectives:

- 1. Have a strong understanding of the appropriateness of different working scales for the materialization of a project, and their interrelationship in the design process.
- 2. Understand the relevance of Construction Documents and the Project Manual as a communication system amongst all parties involved, defining instructions for a buildable project.
- 3. Improve your understanding of the relationship between drawing and materialized 'arte-fact', how both influence each other, and must be seen jointly during the design process.
- 4. Be able to articulate a vocabulary of aesthetics that convey the value of beauty as well as performance, developing aspects of sustainability architecturally.
- 5. Have acquired a foundation for extending technical understanding of structure and materialization issues, and their integration into design concepts.
- 6. Develop your analytical skills and a clear and impressive graphical representation to express important facts, which explain and enforce the strengths of a project.

Student PerformanceCriteria addressed:

- A. 6. Fundamental Design Skills (secondary)
- B. 2. Accessibility (primary)
- B. 3. Sustainability (primary)
- B. 5. Life Safety (primary)
- B. 7 Financial Considerations (primary)
- C. 1. Collaboration (primary)

Topical Outline:

Planning and coordinating Construction Documents and the Project Manual (33%) Constructing and assembling wall modules and other components of the Solar Roofpod (33%) Explaining and communicating—renderings, diagrams, axons, etc. in various media (33%)

Prerequisites:

Successful completion of ARCH 47100

Textbooks/Learning Resources:

- 1. DOE 2011 Solar Decathlon Draft Rules
- 2. Construction Documents and Project Manuals of past Solar Decathlon cycles (2007, 2009)
- 3. CAD/Revit Standards (NCS); CSI's Uniform Drawing System
- 4. CSI MasterFormat[™] Project Resource Manual
- 5. www.nyc.gov/html/planyc2030/downloads/pdf/planyc_progress_report_2010.pdf

Offered (semester and year):

Spring 2011

Faculty assigned:

Christian Volkmann (F/T), June Williamson (F/T), Holly Kallman (P/T)

ARCH 48301 Construction Technology 4 / Lighting & Acoustics (3 cr)

Course Description: Lighting & Acoustics:

Lighting forms the basis for how human beings see and experience the physical environment. This course includes an overview of the various topics that influence contemporary architectural lighting design including context, light properties, optics, daylight, vision/perception, color and sustainability. This class introduces the technical and practical aspects of the lighting design process, lamp/luminaire technology, basic calculations and use of technical data.

Course Description: Construction Technology 4:

The Acoustics part of this class is focused on the correlation between acoustical perception and architecture, in case studies as well as in calculations and diagramming. The relevant topics include acoustically related space making, attenuation of residential noise sources, noise level reductions in office environments, and environmental control strategies. The students are also asked to engage in group work to solve a tangible acoustical problem in their own school, in order to reiterate the skills learned.

Course Goals & Objectives - Students should be able to:

Understanding of fundamental lighting design precepts, light sources, basic applications and heightened appreciation of how lighting design and illumination systems impact the architectural design process.

Student Performance Criteria addressed:

Primary:

- B.8 Environmental Systems
- B.11 Building Service Systems

Topical Outline: Lighting

- 1. Light, Man & Architecture Lecture 12%
- 2. Vision, Perception/Optics Lecture 12%
- 3. Physics of Light, Calculations Lecture 12%
- 4. Color / Light Sources Lecture 12%
- 5. Theatre Lighting Lecture 12%
- 6. Lighting Applications Lecture 12%
- 7. Daylighting Lecture 12%
- 8. Lighting & Sustainability Lecture 12%

Topical Outline: Acoustics

- 1. Properties of Sound 16%
- 2. Room Acoustics 16%
- 3. Sound Insulation 16%
- 4. Modern Office Environments 16%
- 5. Environmental Noise Control 16%

Prerequisites:

Construction Technology 1, 2 & 3

Textbooks/Learning Resources:

- 1. Readings may be assigned after each lecture and set on reserve in the Architecture library for use.
- 2. All materials covered in class along with readings will be posted on blackboard.

Offered (semester and year):

Spring - every year

Faculty assigned; Domingo Gonzalez (ADJ) / Christian Volkman (F/T)

ARCH51100 Comprehensive Design (6 cr)

Course Description:

First semester of a two-semester comprehensive design studio, the culmination of the design studio sequence, wherein students develop a self-selected architectural project.

Course Goals & Objectives

Students should demonstrate their ability to:

- 1. Engage in research and analysis at a professional level
- 2. Think critically about and comprehend the interrelationship of program, economics and site
- 3. Understand, analyze and formulate design approaches addressing zoning and building code constraints
- 4. Develop multiple conceptual design approaches
- 5. Evaluate and converge a design approach meeting a specific set of site and program requirements
- 6. Develop a schematic design fulfilling a specific set of program requirements
- 7. Develop a schematic approach to structural, environmental and construction systems
- 8. Develop socially responsible and sustainable design approaches
- 9. Communicate effectively through visual, written and oral presentations

Student Performance Criteria:

A.1. Pre-Design (primary)

A. 6. Comprehensive Design (primary)

Topical Outline:

Detailed development and analysis of a program – 10% Comprehensive site analysis: urban design context, zoning/codes, environmental factors – 10% Precedent studies – 10% Conceptual design - 20% Schematic design – 25% Visual representations: 2D & 3D hand and digital production – 15% Communication skills – 10%

Prerequisites:

ARCH48100

Textbooks/Learning Resources:

Various reference and theoretical works - none required

Offered:

Fall Semester - every year

Faculty assigned:

Professors J. Alspector (FT), L. Brown (FT), J. Edmiston (FT), P. Lynch (ADJ), G. McNeil (ADJ), P. Smith (ADJ

ARCH 51200 Architectural Management – Undergraduate (3 Cr)

Course Description (limit 25 words): A survey of all issues related with the professional practice of architecture such as its context and related practices; its regulation; project delivery, information, project and office management; sustainability in practice; and legal and ethical aspects.

Course Goals & Objectives (bulleted list):

- 1. To present the practice of architecture in all its excitement, potential and complexity as the key to the student success beyond academia.
- 2. To posit the practice of architecture in a global environment of service to the society, of interdisciplinary collaboration, of information and people management, of economic reality, of legal aspects and of marketing opportunities.
- 3. To instill a drive to excel and innovate by describing best service and project delivery practices.

Student Performance Criterion addressed:

- **B.7** Financial Considerations (primary)
- C.3 Client Role in Architecture (primary)
- C.4 Project Management (primary)
- C.5 Practice Management (primary)
- C.6 Leadership (primary)
- C.7 Legal Responsibilities (primary)
- C.8 Ethics and Professional Judgment (primary)

Topical Outline (include percentage of time in course spent in each subject area):

- 1. The Profession of Architecture %7
- 2. The Context of Architecture %7
- 3. A collaborative practice The consultant team Risk Management %7
- 4. Project Delivery %7
- 5. The challenges of a design practice %7
- 6. Technological Implications of Project Delivery %7
- 7. Project Management %7
- 8. Large Scale Projects / Construction Management %7
- 9. The Legal, Insurance and Contractual aspects of practice %7
- 10. The Running of the Firm %7
- 11. Positioning and Marketing / Global Practices %7
- 12. Sustainability %7
- 13. Professional Conduct / Ethics / Career Counseling %7

Prerequisites:

Completion of 3rd year design and technology courses – Undergraduate Completion of 2nd year design and technology courses – Graduate

Textbooks/Learning Resources:

- 1. The Architect's Handbook of Professional Practice 14th Ed Demkin, Joseph A. Ed. A.I.A. Washington, John Wiley and Sons, NJ. 2008.
- 2. Professional Practice: A guide to Turning Designs into Buildings. Segal, Paul.Norton & Co. NY, NY.

Offered (semester and year):

4th year – Fall Semester – Undergraduate / 3rd year – Spring Semester - Graduate

Faculty assigned: Neal Spanier, Julio Salcedo-Fernandez

ARCH 52100 Comprehensive Design (6 cr)

Course Description:

Second semester of a two-semester comprehensive design studio, the culmination of the design studio sequence, wherein students develop a self-selected architectural project.

Course Goals & Objectives – students should demonstrate their ability to:

- 1. Select, study and evaluate multiple approaches to building systems integration
- 2. Develop sustainable design solutions addressing the multiple issues of contemporary society
- 3. Develop economical and constructible design solutions
- 4. Develop fully integrated structural, environmental and construction systems
- 5. Synthesize aesthetics, construction and environmental technology in their building designs
- 6. Coordinate and effectively manipulate the multiple sub-disciplines of architecture
- 7. Communicate effectively through visual, written and oral presentations

Student Performance Criteria:

- A.11 Applied Research (primary)
- B.1. Pre-Design (primary)
- B. 6. Comprehensive Design (primary)

Topical Outline:

Selection, integration and development of construction and environmental building systems – 25% Construction and systems detailing development – 20% Site development – 10% Interior design – 10% Sustainable design – 10% Visual representations: 2D & 3D hand and digital production – 15% Communication skills – 10%

Prerequisites:

ARCH51100

Textbooks/Learning Resources:

Various reference and theoretical works - none required

Offered:

Spring Semester - every year

Faculty assigned:

Professors J. Alspector (FT), L. Brown (FT), J. Edmiston (FT), P. Lynch (ADJ), G. McNeil (ADJ), P. Smith (ADJ), M. Schulte (ADJ), D. Mongitore (ADJ)

COURSE DESCRIPTIONS Master of Architecture

Arch 61001 Digital Techniques (3 cr)

Course Description

Introduction to digital technology. Through lectures and laboratory assignments, students learn the basics of digital drawing, modeling, and rendering. Focus on software such as Rhino, AutoCAD, Adobe Illustrator, and Photoshop

Course Goals & Objectives Students should be able to:

- 1. Understand the fundamentals of the basic software packages they will be using for the next 3 years.
- 2. Draft in AutoCAD
- 3. Build 3D models and render in Rhino
- 4. Draw in Illustrator
- 5. Edit images in Photoshop
- 6. Use these software tools in tandem with one another to make clear, expressive and precise drawings.

Student Performance Criteria addressed:

A.3 Visual Communication Skills (Primary)

Topical Outline (include percentage of time in course spent in each subject area):

AutoCAD 25% (includes lecture and lab assignments) Rhino 25% (includes lecture and lab assignments) Illustrator 25% (includes lecture and lab assignments) Photoshop 25% (includes lecture and lab assignments)

Prerequisites:

None

Textbooks/Learning Resources:

- 1. Reiser + Umemoto, "ATLAS OF NOVEL TECTONICS", Princeton Architectural Press, 2006.
- 2. Greg Lynn, "Animate Form", Princeton Architectural Press, 1999.
- 3. Neil Leach, "Digital Tectonics", Wiley-Academy, 2004.

Offered (semester and year):

Fall - every year

Faculty assigned

Sebastian Misiurek (Adjunct)

Arch 61100 Arch Design Studio 1.1 (6 cr)

Course Description

The first in a sequence of four core design studios, this course introduces students to critical thinking, the fundamental principles of sustainable design, architectural drawing and model making. Through the investigation of landform and climate as well as the social dimensions of dwelling, students explore architecture as a negotiation between cultural and natural environments.

Course Goals & Objectives

Students should be able to:

1. Understand the language of architecture and feel confident expressing spatial concepts orally.

Understand the drawing conventions of plan and section and competently utilize them for design.
 Understand the basic principles of passive solar design and apply them to the design of a simple

building.

4. Craft both drawings and models precisely that clearly express the concepts of their project.

5. Perform a basic site analysis.

7. Understand the basic properties of building materials such as wood and concrete.

8. Conduct library research where necessary and integrate findings into class assignments effectively.

9. Organize a simple program such as a house into a clear and functional design.

10. Demonstrate a fundamental understanding of how their building is structurally supported.

11. Feel comfortable transitioning between abstract and concrete thinking.

Student Performance Criteria addressed:

A.2 Design Thinking Skills (Secondary)
A.3. Visual Communication Skills: (Secondary)
A.5 Investigative Skills: (Secondary)
A.6 Fundamental Design Skills: (Primary)
A.8 Ordering Systems Skills: (Primary)
A.11 Applied Research (Secondary)
B.3 Sustainability (Primary)
B.4 Site Design (Secondary)

Topical Outline (include percentage of time in course spent in each subject area):

Introductory Drawing Exercise– 5% Material Properties Research – 10% Precedent Analysis – 10% Site Analysis– 15% Environmental Analysis and Sustainability Research – 10% Architectural Design – 50%

Prerequisites:

None

Textbooks/Learning Resources:

Edward R. Tufte. "Escaping Flatland." <u>Envisioning Information</u>. Cheshire, Graphics Press, 1990. Deplazes, Andrea, <u>Constructing Architecture: Materials, Processes, Structures</u>, Zurich: Birkhauser, 2005 Terrance Riley, <u>Unprivate House</u>, Museum of Modern Art, 1999. Carol Burns, <u>Site Matters</u>, Design Concepts, Histories, and Strategies

Offered (semester and year):

Fall – every year

Faculty assigned Professors B. Horn (FT), A. Furgiuele (Adjunct)

Arch 612.01, Survey of World Architecture I (3 cr)

Course Description

This is the first of a four-semester sequence that examines the physical forms of world architecture and related arts in response to place, politics, culture, and society. This semester case study examples from the Neolithic period to the 14th century in Europe, Asia, Africa, and the Americas are discussed. Two lectures and an advanced seminar are required weekly.

Please note: The lecture component is the same as the undergraduate course AES 232.02.

Course Goals and Objectives

This course seeks to deepen students' grasp of the history of built environment, to hone analytic skills with respect to the form and meaning of monuments, and to improve communication skills. It teaches students to see, understand, and articulate ideas about architecture through considering the interaction of buildings with place and the societies that produced them and to think about the implications of architectural forms within society and the responsibility of those who design them. In order to reveal how architecture interacts with society, students learn to analyze form for meaning; that is, how to analyze the different parts of a building or space to understand the ways in which form affects human experience and interaction. In exploring how architecture may be read as a document of political, social, environmental, and philosophical values throughout time, students are able to begin to form an idea of the kind of architect they want to be and how they might choose to transform society through the buildings and environments they create.

The graduate seminar builds and expands on material presented in lecture to locate architectural history in broad contexts of society, culture, and politics and to introduce analytical tools, useful in thinking about the built environment. In-class discussions focus on selected monuments and include student-led discussions of required readings based on short papers written in response to them.

Student Performance Criteria Addressed

- A.1 Communication skills (Secondary)
- A. 9 Historical traditions and global culture (Primary)
- A.10 Cultural diversity (Primary)
- C.2 Human behavior (Secondary)
- C.8 Ethics and professional judgment (Secondary)
- C.9 Community and social responsibility (Secondary)

Topical Outline

Analytical thinking (20%) Reading and writing (70%) Discursive skills (10%)

Prerequisites

None

Textbooks and Learning Resources

Spiro Kostof, A History of Architecture: Settings and Rituals and other readings.

Offered

Fall only, annually

Faculty assigned Seth Roye (adjunct)

ARCH 61300- Materials and Construction 1 (3 cr, 1 1/2 hr lecture; 1 1/2 hr seminar/wk)

Course Description

First of four-technology course sequence. Introducing relationships between materials, systems and design - primary focus smaller scale wood and masonry structures making space and form.

Course Goals & Objectives

Students should be able to:

- 6. Gain an understanding and appreciation for the interrelatedness of materials, building systems and form making.
- 7. Gain familiarity with criteria for materials and construction systems
- 8. Articulate verbally and visually the ideas, concepts and possible resolutions in form of the designsystem-material symbiosis
- 9. Develop good habits in research through printed and digital resources
- 10. Demonstrate an understanding through tests, and major semester long research project with drawings and model of the interrelatedness of form, space, systems and materials

Student Performance Criteria Addressed:

- A.4 Technical Documentation (primary)
- B.5 Life Safety (secondary)
- B.9 Structural Systems (secondary)
- B.10 Building Envelope Systems (primary)
- B.12 Building Materials and Assemblies (primary)
- C.1 Collaboration (secondary)

Topical Outline:

Requirements – 10% Foundations – 10% Wood & Wood systems – 35% Masonry & masonry systems – 35% Glazing: greenhouse principles & passive design strategies– 10%

Prerequisites:

Junior (3rd) year status

Textbooks/Learning Resources:

Fundamentals of Building Construction, Edward Allen, 5th Ed. Supplemented with current articles on developments in materials and construction methods

Offered: Fall semester every year

Faculty Assigned:

Professors A. Feigenberg (FT), C. Volkmann (FT), E. Akselrad (ADJ), A. Eatman (ADJ)

ARCH 73500 Site Design (3 cr)

Course Description:

Study of environmental context and the natural environment; technical instruction concerns surveying, grading, drainage, and layout; theoretical basis for site planning investigated with site plan prototypes.

Course Goals and Learning Objectives:

- Understand sites in the broader context of the natural environment including climate, geology, land forms, soils, hydrology and vegetation
- Prepare a site analysis including an intelligent synthesis including a variety of factors
- Be proficient in the technical issues of grading, cut and fill, drainage, layout, vertical curves, etc.
- Understand the design relationship between buildings and sites
- Understand the theoretical bases for site planning in terms of cultural context and prototypical solutions

Student Performance Criteria

- A.5. Investigative Skills
- B.4. Site Design

Topical Outline:

Site analysis	20%
Site planning techniques	65%
Theory	15%

Textbooks / Learning Resources:

<u>Site Planning</u> (3rd Edition), MIT Press, Lynch and Hack <u>Simplified Site Engineering</u> (2nd Edition), Wiley, Parker MacGuire Ambrose <u>Design with Nature</u> Wiley, McHarg

Prerequisites:

None

Offered:

Fall Semester annually

Instructors:

Gisolfi (F/T), Hopper (P/T)

Arch 62001 Visual Studies (3 cr)

Course Description

Building upon the lessons learned in Digital Techniques, students sharpen their critical representation skills with a series of multi-media drawing and model-making exercises.

Course Goals & Objectives

Students should be able to:

- 1. Understand the basic principles of projection drawing such as descriptive geometry and perspective.
- 2. Feel comfortable articulating ideas verbally, in drawing and in material.
- 3. Transition between drawing and model making fluidly in the analysis and representation of spatial ideas.
- 4. Manage several software platforms in an effort to clearly and expressively draw & model in 2D & 3D.
- 5. Draw from historical references and critically incorporate research into class assignments.
- 6. Invent methods of drawing which respond to a range of abstract spatial problems.

Student Performance Criteria addressed:

A.3 Visual Communication Skills (Primary)A.6 Fundamental Design Skills (Secondary)A.7 Uses of Precedents (Primary)A.8 Ordering Systems Skills (Secondary)

Topical Outline (include percentage of time in course spent in each subject area):

Descriptive Geometry 50% Other Drawing and Modeling Exercises 35% Research and Analysis of Historical Precedents 15%

Prerequisites:

Arch 61001 Digital Techniques

Textbooks/Learning Resources:

Leighton Wellman, *Technical Descriptive Geometry*, McGraw Hill Book Co., New York, 1948 Hubert Damisch, <u>The Origin of Perspective</u>, MIT Press, 1995 L.B. Alberti, <u>On Painting</u>, Transl by John Spencer, Yale University Press, 1966 Samuel Edgerton, *The Renaissance Rediscovery of Linear Perspective*, New York, 1975 Robin Evans, <u>Translations from Drawing to Building and Other Essays</u>, MIT Press 1997 Eve Blau and Edward Kaufman, <u>Architecture and Its Image: Four Centuries of Architectural</u> <u>Representation</u>, CCA, Montreal and MIT Press 1989

Offered (semester and year):

Spring - every year

Faculty assigned E. Terragni (FT), Brad Horn (FT)

Arch 62100 Arch Design Studio 1.2 (6 cr)

Course Description

Using Manhattan as a laboratory, students are introduced to the urban context and address a small to medium-scale institutional building with a nuanced and complex program. Through the rigorous study of building precedents and site visits, students address the role of architecture in the public realm.

Course Goals & Objectives

Students should be able to:

- 1. Analyze an urban environment and design buildings that respond to its context and bio-climate.
- 2. Organize the program of a public building in both a creative and efficient manner.
- 3. Apply the basic principles of passive solar design to their projects.
- 4. Understand and apply the basic principles of accessibility and life safety to their projects.
- 5. Actively draw from relevant architectural precedents for their design process.
- 6. Design a basic building envelope and understand its fundamental environmental implications.
- 7. Actively incorporate an idea about structure into the design of their projects.
- 8. Collaborate with both classmates and Landscape students on analysis and design.

Student Performance Criteria addressed:

- A.2 Design Thinking Skills (Secondary)
- A.6 Fundamental Design Skills: (Primary)
- A.7 Use of Precedents: (Secondary)
- A.8 Ordering Systems Skills: (Primary)
- B.2 Accessibility (Primary)
- B.4 Site Design (Secondary)
- B.5 Life Safety (Primary)
- C.1 Collaboration (Primary)

Topical Outline (include percentage of time in course spent in each subject area):

Introductory Drawing/Mapping Exercise– 5% Precedent Analysis – 20% Site Analysis– 15% Environmental Analysis and Sustainability Research – 10% Architectural Design – 50%

Prerequisites:

Arch 61100 Design Studio 1.1

Textbooks/Learning Resources:

Margolis, Liat and Alexander Robinson, 2007. Living Systems, Basel: Birkhauser.

Corner, James. 1999. "The Agency of Mapping: Speculation, Critique and Invention". Denis Cosgrove, ed. *Mappings*. London: Reaktion Books, pp 213-252.

Corner, James ed., Recovering Landscape, Princeton Architectural Press, 1999.

Waldheim, Charles and Alan Berger. 2008. "Logistics Landscapes". Landscape Journal, vol. 27, no. 2. p. 219 Linda Pollack. *Inside Outside –Between Architecture and Landscape*, Rockport Publishers, 1999.

Offered (semester and year):

Fall – every year

Faculty assigned

Professors E. Terragni (FT), M. Berman (Adjunct)
Arch 662.01, Survey of World Architecture 2 (3 cr)

Course Description:

The second of a four-semester sequence that examines the physical forms of world architecture and related arts in response to place, politics, culture, and society. This semester, case study examples from Europe, Asia, Africa, and the Americas in the 15th to 18th centuries are discussed. Two lectures and an advanced seminar are required weekly. Please note: The lecture component is the same as the undergraduate course AES 242.02.

Course Goals and Objectives:

- 1. To deepen students' grasp of the history of built environment.
- 2. To hone students' analytic skills with respect to the form and meaning of monuments.
- 3. To improve their communication skills.
- 4. To articulate their ideas about architecture through considering the interaction of buildings with place and the societies that produced them.
- 5. To think about the implications of architectural forms within society and the responsibility of those who design them.
- 6. To analyze the different parts of a building or space and to understand the ways in which form affects human experience and interaction.
- 7. To read architecture as a document of political, social, environmental, and philosophical values throughout time.
- **8.** To form an idea of the kind of architect they want to be and how they might choose to transform society through the buildings and environments they create.

The graduate seminar builds and expands on material presented in lecture to locate architectural history in broad contexts of society, culture, and politics and to introduce analytical tools, useful in thinking about the built environment. In-class discussions focus on selected monuments and include student-led discussions of required readings based on short papers written in response to them.

Student Performance Criteria Addressed:

- A.1 Communication skills (Secondary)
- A. 9 Historical traditions and global culture (Primary)
- A.10 Cultural diversity (Primary)
- C.2 Human behavior (Secondary)
- C.8 Ethics and professional judgment (Secondary)
- C.9 Community and social responsibility (Secondary)

Topical Outline:

Analytical thinking (20%) Reading and writing (70%) Discursive skills (10%)

Prerequisites: Arch 612.01 Textbooks and Learning Resources: Spiro Kostof, *A History of Architecture: Settings and Rituals* and other readings. Offered: Spring only, annually

Faculty assigned

Sean Weiss (Adj)

ARCH 62300 Materials of Construction 2 (3 cr, 1 1/2 hr lecture; 1 1/2 hr seminar/wk)

Course Description

Second in four-technology course sequence. Continue exploration between materials (steel, concrete, and fabric), systems and design focusing on larger scale, longer span– standard & prefabrication.

Course Goals & Objectives

Students should be able to:

- 5. Gain an understanding and appreciation for the interrelatedness of materials, building systems and form making.
- 6. Gain familiarity with criteria for materials and construction systems
- 7. Articulate verbally and visually the ideas, concepts and possible resolutions in form of the designsystem-material symbiosis
- 8. Develop good habits in research through printed and digital resources

Student Performance Criteria Addressed:

- A.4 Technical Documentation (primary)
- B.5 Life Safety (secondary)
- B.8 Environmental Systems (secondary)
- B.9 Structural Systems (secondary)
- B.10 Building Envelope Systems (primary)
- B.12 Building Materials & Assemblies (primary)
- C.1 Collaboration (secondary)

Topical Outline: (including percentage of time in course spent in each subject area):

Comparison of materials & systems – 10% Energy Efficiency, insulation, materials & strategies – 10% Steel – 25% Concrete (poured-in-place & precast) – 25% Glazing & Curtain Wall – 10% B.I.M. – 10% Fabric & Membrane – 10%

Prerequisites:

Arch 61300

Textbooks/Learning Resources:

Fundamentals of Building Construction, Edward Allen, 5th Ed. Supplemented with current articles on developments in materials and construction methods

Offered:

Spring semester every year

Faculty Assigned: Professors A. Feigenberg (FT), C. Volkmann (FT), E. Akselrad (ADJ), A. Eatman (ADJ)

Arch 73100 Arch Design Studio 1.3 (9 cr)

Course Description

In this comprehensive design studio students develop a small building from schematic design through design development, and finally through the construction documents phase. Students synthesize the knowledge they have acquired in their first year of study with respect to materials of construction.

Course Goals & Objectives

Students should be able to:

- 1. Intelligently select materials and methods of assembly for a small building.
- 2. Rapidly develop the schematic design of a small building in an urban environment.
- 3. Develop a project through the design development and construction documents phases.
- 4. Effectively research relevant building systems details and incorporate into projects.
- 5. Produce a basic outline spec and cost estimation for a project.
- 6. Apply the basic principles of accessibility and life safety where necessary.
- 7. Perform case studies of relevant buildings and present findings graphically / verbally.
- 8. Produce a comprehensive architectural project.

Student Performance Criteria addressed:

- A.2 Design Thinking Skills (Primary)
- A.4 Technical Documentation (Secondary)
- A.5 Investigative Skills (Secondary)
- A.6 Fundamental Design Skills: (Secondary)
- A.7 Use of Precedents (Primary)
- A.8 Ordering Systems Skills: (Secondary)
- A.11 Applied Research (Primary)
- B.1 Pre Design (secondary)
- B.2 Accessibility (Secondary)
- B.3 Sustainability (Secondary)
- B.5 Life Safety (Secondary)
- B.6 Comprehensive Design (Primary)
- **B.7 Financial Considerations (Primary)**
- B.10 Building Envelope Systems (Secondary)
- B.12 Building Materials and Assemblies (Secondary)

Topical Outline (include percentage of time in course spent in each subject area):

Site Analysis 10% Case Study Research 5% Conceptual Design 10% Schematic Design 25% Design Development 20% Construction Documents 30%

Prerequisites:

Arch 62100 Design Studio 1.2

Textbooks/Learning Resources: (selected)

Edward Allen and Joseph Iano, Fundamentals of Building Construction, Wiley, New Jersey, 2009

Offered (semester and year):

Fall – every year

Faculty assigned Professors F. Llonch (FT), K. Bone (Visiting Distinguished Professor)

Arch 732.01, Survey of World Architecture 3 (3 cr)

Course Description:

This is the third of a four-semester sequence that examines the physical forms of world architecture and related arts in response to place, politics, culture, and society. This semester, case study examples from Europe, Asia, Africa, the Americas, and Oceania in the late 18th, 19th, and early 20th centuries are discussed. Two lectures and a recitation section are required weekly.

Please note: The lecture component is the same as the undergraduate course Arch 352.02.

Course Goals and Objectives:

1. To deepen students' grasp of the history of built environment.

- 2. To hone students' analytic skills with respect to the form and meaning of monuments.
- 3. To improve their communication skills.
- 4. To articulate their ideas about architecture through considering the interaction of buildings with place and the societies that produced them.
- 5. To think about the implications of architectural forms within society and the responsibility of those who design them.
- 6. To analyze the different parts of a building or space and to understand the ways in which form affects human experience and interaction.
- 7. To read architecture as a document of political, social, environmental, and philosophical values throughout time.
- 8. To form an idea of the kind of architect they want to be and how they might choose to transform society through the buildings and environments they create.

The graduate seminar builds and expands on material presented in lecture to locate architectural history in broad contexts of society, culture, and politics and to introduce analytical tools, useful in thinking about the built environment. In this semester, students address the issue of subjectivity by assuming an historical identity, which is "performed" in seminar presentations, in-class writing assignments, and the final paper. Written responses to assigned readings are also required.

Student Performance Criteria Addressed:

- A.1 Communication skills (Secondary)
- A. 9 Historical traditions and global culture (Primary)
- A.10 Cultural diversity (Primary)
- C.2 Human behavior (Secondary)
- C.8 Ethics and professional judgment (Secondary)
- C.9 Community and social responsibility (Secondary)

Topical Outline:

Analytical thinking (20%) Reading and writing (60%) Discursive skills (20%)

Prerequisites: Arch 612.01, Arch 662.01 Textbooks and Learning Resources: Spiro Kostof, *A History of Architecture: Settings and Rituals* and other readings. Offered: Fall only, annually

Faculty assigned

To be offered in Fall 2011, for the first time

ARCH 61500 Environmental Systems I (3 cr)

Course Description

Introduction to mechanical, electrical and vertical transportation systems in various building types, including space requirements, Code implications and coordination with other building systems.

Course Goals & Objectives

For the different mechanical, electrical and vertical transportation systems presented, students should be capable of the following:

- 1. Understanding purpose of systems.
- 2. Recognizing terminology used.
- 3. Knowing location of major components with respect to building architecture.
- 4. Understanding paths of distribution.
- 5. Understanding rudimentary Code requirements.
- 6. Evaluating economic considerations (e.g., simple payback analysis).
- 7. Knowing sustainability considerations.

Student Performance Criteria addressed:

B.8 Environmental Systems (primary) B.11 Building Service Systems (primary)

Topical Outline:

Technical Documentation - 90% Presentation Skills - 10%

Prerequisites:

None

Textbooks/Learning Resources:

Mechanical and Electrical Equipment for Buildings; 10th Edition; Stein, Reynolds, Grondzik, and Kwok; John Wiley & Sons.

Offered: Fall only, annually.

Faculty Assigned:

Donald A. Mongitore (Adj)

Arch 74100 Arch Design Studio 1.4 (9 cr)

Course Description

The fourth and final studio in the four semester core sequence focuses on sustainable housing. Students work in teams and consider socio-economic factors, urban density and morphology in the design of housing solutions in complex and multi-layered urban contexts.

Course Goals & Objectives Students should be able to:

- 1. Understand the fundamentals of housing design and its history and challenges.
- 2. Analyze the ecological, biological, topographical and socio-economic aspects of an urban site.
- 3. Use digital tools as an aid in visualizing and critically evaluating complex data.
- 4. Develop a master plan, building layouts and the comprehensive design of a paradigmatic housing unit.
- 5. Work in teams and develop projects through collaboration.
- 6. Design in a sustainable manner.

Student Performance Criteria addressed:

- A.2 Design Thinking Skills (Primary)
- A.5 Investigative Skills (Primary)
- A.11 Applied Research (Primary)
- B.2 Accessibility (Secondary)
- B.3 Sustainability (Secondary)
- B.5 Life Safety (Secondary)
- C.1 Collaboration (Primary)

Topical Outline (include percentage of time in course spent in each subject area):

Site Analysis and Research 30% Master Plan Development 30% Building Layouts 20% Housing Unit Development 20%

Prerequisites:

Arch 73100 Design Studio 1.3

Textbooks/Learning Resources:

Canizaro, Vincent, "Environmental Architectures and Sustainability: A Taxonomy of Tactics," JAE, 2007. Forster, Wolfgang, <u>Housing in the 20th and 21st Centuries</u>, Munich: Prestel. Macsai, John et al., <u>Housing, New York</u>: John Wiley & Sons, 1982 Jones, D.L. <u>Architecture and the Environment Bioclimatic Building Design</u>. Overlook Press, 1998. Williams, Daniel E., Orr, David W., Sustainable Design: Ecology, Architecture, and Planning. 2007.

Offered (semester and year): Spring – every year

Faculty assigned Professor J. Salcedo (FT)

Arch 852.01, Survey of World Architecture 4 (3 cr)

Course Description:

This is the fourth of a four-semester sequence that examines the physical forms of world architecture and related arts in response to place, politics, culture, and society. This semester, case study examples from Europe, Asia, Africa, the Americas, and Oceania in the 20th and 21st centuries are discussed.

Please note: The lecture component is the same as the undergraduate course Arch 472.02.

Course Goals and Objectives:

1. To deepen students' grasp of the history of built environment.

- 2. To hone students' analytic skills with respect to the form and meaning of monuments.
- 3. To improve their communication skills.
- 4. To articulate their ideas about architecture through considering the interaction of buildings with place and the societies that produced them.
- 5. To think about the implications of architectural forms within society and the responsibility of those who design them.
- 6. To analyze the different parts of a building or space and to understand the ways in which form affects human experience and interaction.
- 7. To read architecture as a document of political, social, environmental, and philosophical values throughout time.
- 8. To form an idea of the kind of architect they want to be and how they might choose to transform society through the buildings and environments they create.

Through readings, discussions, and in-class presentations, the graduate seminar enriches understanding of material discussed in the lectures and readings and hones research, writing, and presentation skills. "Objectivity" is the methodological question on the table this semester--in keeping with the term project, an entry for Wikipedia, the online encyclopedia.

Student Performance Criteria Addressed:

- A.1 Communication skills (Secondary)
- A. 9 Historical traditions and global culture (Primary)
- A.10 Cultural diversity (Primary)
- C.2 Human behavior (Secondary)
- C.8 Ethics and professional judgment (Secondary)
- C.9 Community and social responsibility (Secondary)

Topical Outline:

Analytical thinking (20%) Reading and writing (60%) Discursive skills (20%)

Prerequisites: Arch 612.01, Arch 622.01, Arch 732.01

Textbooks and Learning Resources:

William Curtis, *Modern Architecture Since 1900* and other readings. **Offered:** Spring only, annually

Faculty assigned

To be offered in spring 2012 for the first time.

ARCH 74500 - Environmental Systems 2 / Lighting & Acoustics (3 cr)

Course Description: Lighting:

Lighting forms the basis for how human beings see and experience the physical environment. This course includes an overview of the various topics that influence contemporary architectural lighting design including context, light properties, optics, daylight, vision/perception, color and sustainability. This class introduces the technical and practical aspects of the lighting design process, lamp/luminaire technology, basic calculations and use of technical data.

Course Description: Acoustics:

The Acoustics part of this class is focused on the correlation between acoustical perception and architecture, in case studies as well as in calculations and diagramming. The relevant topics include acoustically related space making, attenuation of residential noise sources, noise level reductions in office environments, and environmental control strategies. The students are also asked to engage in group work to solve a tangible acoustical problem in their own school, in order to reiterate the skills learned.

Course Goals & Objectives - Students should be able to:

Understanding of fundamental lighting design precepts, light sources, basic applications and heightened appreciation of how lighting design and illumination systems impact the architectural design process.

Student Performance Criteria addressed:

B.8 Environmental Systems

B.11 Building Service Systems

Topical Outline: Lighting & Acoustics

- 1. Light, Man & Architecture Lecture 12%
- 2. Vision, Perception/Optics Lecture 12%
- 3. Physics of Light, Calculations Lecture 12%
- 4. Color / Light Sources Lecture 12%
- 5. Theatre Lighting Lecture 12%
- 6. Lighting Applications Lecture 12%
- 7. Daylighting Lecture 12%
- 8. Lighting & Sustainability Lecture 12%

Prerequisites:

Construction Technology 1, 2 & 3

Textbooks/Learning Resources:

- 1. Readings may be assigned after each lecture and set on reserve in the Architecture library for use.
- 2. All materials covered in class along with readings will be posted on blackboard.

Offered (semester and year):

Spring – every year

Faculty assigned

Professors Domingo Gonzalez (ADJ) / Christian Volkman (F/T)

Arch 85100 Arch Design Studio 1.5 (9 cr)

Course Description

The final two studios in the six semester studio sequence allow students to directly engage advanced topics and critical issues in contemporary architecture. Students are taught by visiting distinguished architects, bringing questions and insights gleaned from their own practice to the studio.

Course Goals & Objectives

Students should be able to:

- 1. Utilize the knowledge they acquired in the four semester core to explore more advanced ideas.
- 2. Respond flexibly to an array of design approaches as introduced by visiting critics.
- 3. Work independently on an array of design topics throughout the semester.
- 4. Prepare a comprehensive program for an architectural project.
- 5. Perform a productive analysis of any site.
- 6. Review all relevant laws and standards and assess their implications for a project.

Student Performance Criteria addressed:

B.1 Pre Design (Primary)

Topical Outline

Introductory assignment 15% Site Analysis and Research 25% Schematic Design 25% Design Development 35%

Prerequisites:

Arch 74100 Design Studio 1.4

Textbooks/Learning Resources: Varies

Offered:

Fall - every year

Faculty assigned

2009 / Jose Oubrerie (Visiting Distinguished Professor), 2010 / Robert Marino(Visiting Distinguished Professor)

ARCH 85600 Architectural Management (3 cr)

Course Description (limit 25 words):

A survey of all issues related with the professional practice of architecture such as its context and related practices; its regulation; project delivery, information, project and office management; sustainability in practice; and legal and ethical aspects.

Course Goals & Objectives:

- 1. To present the practice of architecture in all its excitement, potential and complexity as the key to the student success beyond academia.
- 2. To posit the practice of architecture in a global environment of service to the society, of interdisciplinary collaboration, of information and people management, of economic reality, of legal aspects and of marketing opportunities.
- 3. To instill a drive to excel and innovate by describing best service and project delivery practices.

Student Performance Criterion/a addressed:

- A.4 Technical Documentation (secondary)
- B.7 Financial Considerations (primary)
- C.3 Client Role in Architecture (primary)
- C.4 Project Management (primary)
- C.5 Practice Management (primary)
- C.6 Leadership (primary)
- C.7 Legal Responsibilities (primary)
- C.8 Ethics and Professional Judgment (primary)

Topical Outline:

- 1. The Profession of Architecture %7
- 2. The Context of Architecture %7
- 3. A collaborative practice The consultant team Risk Management %7
- 4. Project Delivery %7
- 5. The challenges of a design practice %7
- 6. Technological Implications of Project Delivery %7
- 7. Project Management %7
- 8. Large Scale Projects / Construction Management %7
- 9. The Legal, Insurance and Contractual aspects of practice%7
- 10. The Running of the Firm %7
- 11. Positioning and Marketing / Global Practices %7
- 12. Sustainability %7
- 13. Professional Conduct / Ethics / Career Counseling %7

Prerequisites:

Completion of 3rd year design and technology courses – Undergraduate Completion of 2nd year design and technology courses – Graduate

Textbooks/Learning Resources:

- 1. The Architect's Handbook of Professional Practice 14th Ed Demkin, Joseph A. Ed. A.I.A. Washington, John Wiley and Sons, NJ. 2008.
- 2. Professional Practice: A guide to Turning Designs into Buildings. Segal, Paul, Norton & Co. NY, NY.

Offered (semester and year):

4th year – Fall Semester – Undergraduate / 3rd year – Spring Semester - Graduate

Faculty assigned Associate Professor Julio Salcedo-Fernandez, Adjunct Professor Neil Spanier

Arch 85300 Advanced Computing (3 cr)

Course Description

This course addresses advanced topics in computing such as parametric modeling, algorithmic design, and data visualization. Tools explored include: Rhinoscript, Grasshopper, Paracloud, Ecotect.

Course Goals & Objectives Students should be able to:

- Augment their existing digital skills with more advanced techniques.
- Manage complex geometries and data flows and use them advantageously.
- Confidently explore a range of software packages in greater depth.
- 4. Customize software tools to maximize productivity and efficiency.
- 5. Visualize data and integrate into design projects in creative and productive ways

Student Performance Criteria addressed:

A.3 Visual Communication Skills (Primary)

Topical Outline:

Rhinoscript 20% (includes lecture and lab assignments) Grasshopper 50% (includes lecture and lab assignments) Paracloud 15% (includes lecture and lab assignments) Ecotect 15% (includes lecture and lab assignments)

Prerequisites:

Arch 61001 Digital Techniques

Textbooks/Learning Resources:

- 1. http://paraclouding.com/home/
- 2. http://www.liftarchitects.com/journal/2009/3/25/the-grasshopper-primer-second-edition.html
- 3. http://www.rhinoscript.org/
- 4. http://usa.autodesk.com/adsk/servlet/pc/index?id=12602821&siteID=123112

Offered (semester and year):

This course will be taught for the first time in fall 2011.

Faculty assigned

TBD (Adjunct)

Arch 86100 Arch Design Studio 1.6 (9 cr)

Course Description

The final two studios in the six semester studio sequence allow students to directly engage advanced topics and critical issues in contemporary architecture. Students are taught by visiting distinguished architects, bringing questions and insights gleaned from their own practice to the studio. Students also take a seminar taught by their visiting critic which reinforces topics explored in the design studio.

Course Goals & Objectives

Students should be able to:

- 1. Utilize the knowledge they acquired in the four semester core to explore more advanced ideas.
- 2. Respond flexibly to an array of design approaches as introduced by visiting critics.
- 3. Work independently on an array of design topics throughout the semester.
- 4. Prepare a comprehensive program for an architectural project.
- 5. Perform a productive analysis of any site.
- 6. Review all relevant laws and standards and assess their implications for a project.

Student Performance Criteria addressed:

B.1 Pre Design (Primary)

Topical Outline:

Introductory assignment 15% Site Analysis and Research 25% Schematic Design 25% Design Development 35%

Prerequisites:

Arch 74100 Design Studio 1.4

Textbooks/Learning Resources:

Varies

Offered (semester and year):

Spring – every year

Faculty assigned

2009 / Karen Bausman (Visiting Distinguished Professor), 2010/2011 / Brian Healy (Visiting Distinguished Professor)

Name: Venesa Alicea, AIA, LEED AP BD+C Adj. Lecturer

Courses Taught (Two academic years prior to current visit):

Arch 51362 Coop Internship Arch 51363 Coop Internship

Educational Credentials:

B.Arch., City College of New York, 2005

Teaching Experience:

Adjunct Lecturer, City College of New York, 2008-Present

Professional Experience:

Intern Architect, Garrison McNeil & Associates, New York, NY 2004-2007 Architect, Dattner Architects, New York, NY 2007-present

Licenses/Registration:

New York

Selected Publications and Recent Research:

Education: Leading the future Architects, (Oculus, Spring 2010).

Professional Memberships:

The American Institute of Architects United States Green Building Council National Organization of Minority Architects CCNY Architecture Alumni – Alumni Association of CCNY Name: Jacob Alspector, RA, AIA F/T Associate Professor

Courses Taught (Two academic years prior to current visit):

ARCH 51100 - 5th Year Comprehensive Design Studio ARCH 52100 - 5th Year Comprehensive Design Studio ARCH 51302/63123 - Iconic Building Tectonics

Educational Credentials:

B.Arch., The Cooper Union, 1972 The Institute for Architecture and Urban Studies, 1973

Teaching Experience:

T. David Fitzgibbon Visiting Professor Chair in Architecture, Carnegie Mellon University, Fall 2002 Adjunct Professor, City College of New York, CCNY, 2003-2008 Associate Professor, City College of New York, CCNY, 2006-present

Professional Experience:

Drafter/Detailer/Coordinator, Paul P. Valerio, PE, Structural Engineer, NYC, June 1966-August 1968 Intern, Pisani & Falco, Architects, NYC, June-September 1969 Intern, Richard G. Stein & Associates, FAIA, Architects, NYC, June 1970-January 1971 Intern, Giorgio Cavaglieri, FAIA, Architect, NYC, November 1972-April 1973; Feb-August 1971 Project Architect, The Ehrenkrantz Group, PC; NYC, May 1973-August 1977 Associate Partner, Gwathmey Siegel & Associates Architects, NYC, August 1977-August 2002 Partner, Alspector Anderson Architects, NYC, January 2003 – January 2006 Principal, Alspector Architecture, NYC, February 2006-present

Licenses/Registration:

New York

Selected Publications and Recent Research:

Grace Church School Gymnasium, At Cooper Union, Winter, 2008 Charles Gwathmey: Architect, Teacher, Mentor, Benefactor and Trustee, At Cooper Union, Winter, 2009

Professional Memberships:

The American Institute of Architects The American Library Association The Society of College and University Planners

Link to website:

www.alspectorarchitecture.com

Name: Nandini Bagchee, RA F/T Assistant Professor

Courses Taught (Two academic years prior to current visit):

- · ·	
AES11100	Communications Studio 1
AES12000	Communications Studio 2
AES23000	Communications Studio 3
AES35100	Design Studio 2
ARCH47200/ 85200	World Architecture
ARCH51353/ 63142	World Cities

Educational Credentials:

B.Arch., Irwin C. Chanin School of Architecture, The Cooper Union, 1992 SM.Arch.S, Massachusetts Institute of Technology, 2000

Teaching Experience:

Adjunct Professor, New York Institute of Technology, (2003-2004) Adjunct Professor, City College of Architecture, CUNY (2006-2010) Assistant Professor, Spitzer School of architecture, CUNY (2010-2011)

Professional Experience:

Principal, Nandini Bagchee Architect (2005-Present) Senior Manager, TEN Arquitectos, NYC (2003-2005) Project Designer, Herzog & DeMeuron, Basel/ Minneapolis (2002-2003) Project Manager, David Hotson Architect, NYC (2000-2002) Junior Designer, Diane Lewis Architect, NYC (1996-1998)

Licenses/Registration:

Registered Architect, New York State.

Selected Publications and Recent Research:

Current research/Lecture: "World Cities: Urban Exchanges" BNCA, Pune (2011) Competition Coordination and Research "Peace Pentagon: A Call to Action" (2009-2010) Publication: "Stony hill House" in Research and Design, Faculty Work (2009) Lecture and Publication: "In Transit: Trucks, Cars, Goods and People," Bauhaus- Universitat (2009)

Professional Memberships:

None

Name: Achva Benzinberg Stein, FASLA F/T Professor

Courses Taught (Two academic years prior to current visit):

LAAR 65150 Research Methods LAAR 66100 Comprehensive Final Studio LAAR 66700 Comprehensive Studio Preparation U.D. 61004 Urban Ecologies LAAR 63100 Landscape Studio 3 LAAR 69003 Independent Study

Educational Credentials:

B.L.Arch., University of California, 1969M.L.Arch., Harvard University, 1978Certificate in Ecological Restoration, Society for Ecological Restoration, 1993

Teaching Experience:

Instructor, Chamberlayne Junior College, Boston, MA 1977 Program Coordinator, Assistant Professor, Technion-Israel Inst. Of Technology, Haifa, 1980-1986 Visiting Professor, University of California, Berkeley, 1986-1988 Visiting Professor, California State Polytechnic, San Luis Obispo, 1987 Visiting Professor, University of Southern California, 1988-89 Associate Professor, University of Southern California, 1989-2000 Professor and Department Chair, North Carolina State University, 2000-2005 Professor and Program Director, Spitzer School of Architecture, CCNY, 2005-2010 Professor, Spitzer School of Architecture, CCNY, 2010-

Professional Experience:

Principal, Spinks Stein Partners, Cambridge, MA 1975-1977 Landscape designer, Benjamin Thompson and Associates, Cambridge, MA 1978-1979 Achva Benzinberg Stein, Landscape Architect, Haifa, Israel 1981-1986 Partner, Troller, Mayer and Stein, Landscape Architects, 1988-1989 Partner, Bernstein and Stein, Landscape Architects, 1990-1992 Principal, Achva Benzinberg Stein and Associates 1993- 2010 Principal Benzinberg Stein & Associates 2010 present

Licenses/Registration:

Israel

Selected Publications and Recent Research:

Morocco: Courtyards and Gardens (Monacelli, 2007) "Winter Dream" in Sorkin, M., <u>The Next Jerusalem</u>, (Monacelli, 2003) Parks and Gardens of the Greater Los Angeles Region (Architectural Guild Press, 1996 "Uhuru Garden" in Smith, E, <u>Urban Revisions</u>, Los Angeles Museum of Contemporary Art, 1994 Moroccan Courtyard (design) Metropolitan Museum of New York, 2010-2011

Professional Memberships:

American Society of Landscape Architects

Name: Maria Berman /Adjunct Assistant Professor

Courses Taught (Two academic years prior to current visit):

ARCH 62100, AES23000, AES 22000

Educational Credentials:

University of Chicago, BA 1993 New York University, MA 1998 Columbia University GSAPP, MArch 2002

Teaching Experience:

Adjunct Associate Professor, Pratt Institute, 2002 Adjunct Lecturer, Parsons/New School, 2007 Adjunct Assistant Professor, CCNY, 2004-2011

Professional Experience:

Principal, Berman Horn Studio

Licenses/Registration:

New York

Selected Publications and Recent Research:

"Charmed Obsolescence" by Constance Rosenblum / Harlem Townhouse / NY Times / April 2010 Berman Horn Studio finalists in AIA LA Restaurant Design Awards / Char No. 4 / summer 2010 Char No. 4 / Brooklyn, NY / Restaurant design reviewed in journal *3 Lux: Letters*, Issue 2: 2009 Char No. 4 / Brooklyn, NY / Restaurant design reviewed in *Architectural Record* / 08:2009 Txikito / New York, NY / Restaurant design reviewed in *Architect's Newspaper* 10:2009 El Quinto Pino / NY, NY / Restaurant design featured in Taschen Book *New York Styles Vol. II*, May 2009 *Research and Design* / Work of Berman Horn Studio featured in catalog of faculty exhibit at The CCNY Bernard and Anne Spitzer School of Architecture / Fall 2009 / Oscar Riera Ojeda Publishers

Name: Kevin Bone FAIA

Visiting Distinguished Prof.

Courses Taught (Two academic years prior to current visit):

Architectonics Building Technology Second Year Design Studio Third Year Design Studio (Analysis and Comprehensive Design) Fourth Year Design Studio (Urban Architecture Design Studio) Advanced Concepts, Infrastructure, and Architecture Advanced Concepts, Sustainability Primer Advanced Concepts, Sustainability and Architecture

Educational Credentials:

B.Arch., Pratt Institute 1978

Teaching Experience:

Professor of Architecture, The Cooper Union, Irwin S. Chanin School of Architecture, 1984 - Present Founding Director, The Cooper Union Institute for Sustainable Design, 2009 - Present Distinguished Visiting Professor City College of New York, Bernard and Anne Spitzer School of Architecture, 2010 - Present Studio Professor, The Zenobio Institute, Venice, Italy, 1994 - 1995 Visiting Assistant Professor, Columbia University School of Architecture, 1989 - 1990 Guest Professor of Architecture and Urbanism, Hochschule Der Kunst, Berlin, Germany, 1988 - 1989

Professional Experience:

Intern, Raimund Abraham New York, NY 1979-1983 Intern, Elizabeth Wright Ingraham, Colorado Springs, CO 1983-1984 Partner, Bone/Levine Architects, New York, NY 1984-Present

Licenses/Registration:

New York State Registered Architect NCARB Certification State of Colorado Registered Architect Commonwealth of Massachusetts Registered Architect Commonwealth of Pennsylvania Registered Architect

Selected Publications and Recent Research:

Editor: Kevin Bone Title: Water-Works: The Architecture and Engineering of the New York City Water Supply The Monacelli Press, 2006 Editor: Kevin Bone Title: The New York Waterfront: Evolution and Building Culture of the Port and Harbor The Monacelli Press, 1997

Professional Memberships:

The American Institute of Architects

Website www.bonelevine.net

Name: Hillary Brown FAIA LEED AP F/T Professor

Courses Taught (Two academic years prior to current visit): ARCH47100 - Design Studio 3 ARCH36100- Design Studio 2 ARCH 61388, 57403 - Case Studies in Sustainability ARCH 47100 - Design Studio 3 SUS 7100C – Cities and Sustainability ARCH 36100 Design Studio 2 SUS 7400A - Case Studies in Sustainability: ecological principles for next generation public works **Educational Credentials:** B.A. Oberlin College, 1971 M. Arch. Yale University School of Architecture, 1974 Loeb Fellow in Advanced Environmental Studies, Harvard University, 2000 **Teaching Experience:** Visiting Lecturer, Yale University School of Architecture, 1983-5 Visiting Professor, New Jersey Institute of Technology, 2004 Adjunct Associate Professor, Columbia University SAPP, 1997-2004 Visiting Lecturer, Princeton University School of Architecture, 2002-9 Distinguished Visiting Professor, City College of New York, 2008-9 Professor, City College of New York, 2009-present **Professional Experience:** Project Manager, Edward Larrabee. Barnes, 1975-80 Principal, Hillary Brown Architect, 1980-5 Assist Director, Mayor's Office of Construction, NYC, 1985-8 Program Director, Cultural Institutions Unit, NYC Department of General Services, 1988-90 Assistant Commissioner, NYC Department of Design & Construction, 1990-7 Founding Director, Office of Sustainable Design, NYC DDC, 1997-2001 Principal, New Civic Works, 2001-present Licenses/Registration: New York State Selected Publications and Recent Research: High Performance Building Guidelines, (City of New York, Design Trust for Public Space, 1999) State and Local Government Toolkit (US Green Building Council, 2002) High Performance Infrastructure Guidelines: greening infrastructure in the public right-of-way. (City of New York, Design Trust for Public Space, 2005) "High Performance Infrastructure" in Sustainable Urbanism. Farr, Douglas. (Wiley, 2008) "Prologue: In Retrospect." in Biophilic Design: theory, science and practice. Kellert, S. Heerwagen, J. eds. (Wilev Press, 2008) "Co-development as Principle for Next Generation Infrastructure" in What We See: Advancing the Observations of Jane Jacobs. Elizabeth, L., Goldsmith, S., eds (New Village Press, 2010) "Towards Net-Zero Carbon Buildings" in The Post Carbon Reader: managing the 21st Century Sustainability Crises. Heinberg, R., Lerch D., eds. (Watershed Media Press, 2010) "Infrastructural Ecologies: principles for post-industrial public works. (Places Magazine/The Design Observer, October 2010) **Professional Memberships:** College of Fellows, American Institute of Architects Fellow, Post-Carbon Institute U.S. Green Building Council New York Academy of Science American Institute of Architects www.newcivicworks.com

Name: Lance Jay Brown, FAIA F/T Professor

Courses Taught (Two academic years prior to current visit):

AES 21200 An Introduction to to Architecture, Landscape Architecture and Urban Design of New York ARCH 51100 Thesis/Independent Work I

ARCH 52100 Thesis/Independent Work II ARCH 51321 Urban Reconstruction

ARCH 51321 Urban Reconstruct

Educational Credentials:

The Cooper Union 1960-1964 B.Arch., Harvard University, 1966 M.Arch in UD Harvard University 1967

Teaching Experience:

Assistant Professor, Princeton University, 1968-1972 Adjunct Professor, CCNY/CUNY 1973 Assoc. Professor, CCNY 1974-1983 Professor,CCNY/CUNY 1984-present

Professional Experience:

Draftsman, Davis,Brody Architects, 1964 Designer and Draftsman, Paul Lester Wiener Architect, 1965 Draftsman, Port Authority of New York, 1967 Designer and Draftsman, Shadrach Woods, Architect, Paris, 1968 Principal, Lance Jay Brown Architecture + Urban Design, 1972-present Partner, Brown + Bee Architects, 1979-1982 Associate Director, Design Arts Program, NEA, Washington, DC 1979-1983

Licenses/Registration:

New Jersey New York

Selected Publications and Recent Research:

Planning and Design Workbook for Community Participation, with Bernard P.Spring et al, (Princeton, 1970) Urban Design for an Urban Century, with David Dixon and Oliver Gilham (John Wiley, 2009) The Legacy Project, with Mark Ginsberg and Tara Siegel (Oscar Rueda, 2011)

Professional Memberships:

The American Institute of Architects The Institute for Urban Design The Consortium for Sustainable Urbanization Name: Floris Keverling Buisman, CPHC, LEED AP Adj. Assistant Prof.

Courses Taught (Two academic years prior to current visit):

SUS-A 7300, ARCH 51349, ARCH 63102 LOW ENERGY BUILDINGS, Fall 2010 SUS-A 7500 Integrated Building Systems, Spring 2011

Educational Credentials:

Msc. Architecture, Delft University of Technology, The Netherlands Msc. Real Estate & Construction Management, Delft University of Technology, The Netherlands

Teaching Experience:

Instructor, Thomas Shortman Fund, New York, 2009-present Adjunct Professor, City College, New York, 2010-present

Professional Experience:

FKB architecture, 2003-2004 Sustainable Design & Construction, Common Ground Community, 2004-2009 Vital Sustainability LLC, 2009-present

Licenses/Registration:

R.A. The Netherlands

Selected Publications and Recent Research:

The Development of "conventional" American Building Elements Made from Bamboo, INBAR 2006

Professional Memberships:

NY Passive House, Urban Green Council

Link to website

www.vital-sustainability.com

Name: Mi Tsung Chang F/T Assistant Professor

Courses Taught (Two academic years prior to current visit):

AES23300 Introduction to Digital Media ARCH51348 Computer Rendering ARCH52200 Computers in Architecture 2 ARCH63114 Computer Rendering

Educational Credentials:

B.Arch., Pratt Institute, 1989 M.Arch., Pratt Institute, 1991 Ph. D., Union Institute and Universities, 1996

Teaching Experience:

Teaching Assistant, Pratt Institue, 1989-1990 Assistant Professor, City University of NY, 1999-Present Adjunct Professor, Queens College, 2000-2002 Tenure Professor, City University of NY, 2004

Professional Experience:

EBASCO Services, Design Coordiantor, 1991-1993 Hypnos Design, Principle, 1996-Present E-learning Consultants, President, 2002-Present International Architects Group, Chief Operation Manager, 2007-Present

Selected Publications and Recent Research:

Found Space: A Therapeutic Journey to Urban Resurrection, 202 pages, published by Infinity Publishing., 2003 Cinematic Allusions to Literary Works: The commentary on Fritz Lang's Metropolis, Morris R. Cohen Library Exhibition, 2003 I Dream of Genie in Virtual Space: A Study of Emerging Digital Technologies in Architecture, Symposium: Virtual Recreations of the Destroyed, the Altered and the Never Built, University of Cincinnati- CERHAS, 2005 Do We Dream of Electric Sheep in Cyberspace?, ACSA Central Regional Conference Preceding, Elgin, Illinois, 2004 A Constant Evolution - A Glimpse at the 21st Century Education in Building Construction Systems Technology, Connector, 2004

Professional Memberships:

ARCADE Organization (Advanced Research: Computer Design & Research), President, 2009 American Society of Civil Engineers, Affiliate Member, 2009

3DS User Group, Member, 2006

The Association for Computer Aided Design in Architecture (ACADIA), Member, 2003

WHO'S WHO Historical Society for inclusion in the 2001-2002 Edition of International WHO'S WHO of Professionals, 2002

International Edition of the Who's Who on The Web Directory (acknowledges individual, websites and companies distinguished by their professionalism, success, and achievements.), 2002 The MicroStation Community (TMC), Member, 2001

The New York City Chapter of the MicroStation Community, Member, 2001

Visual CADD Group, Member, 2001

2000 EFNET AutoDesk User Group (E.A.U.G.), Member, 2000

Name: Timothy Matthew Collins Adj Assistant Professor

Courses Taught (Two academic years prior to current visit):

ARCH 47100 Fourth Year Design Studio I – Housing ARCH 48100 Fourth Year Design Studio II – Civic Institution ARCH 47100 Fourth Year Design Studio I – Housing ARCH 48100 Fourth Year Design Studio II – Civic Institution

Educational Credentials:

B.Arch., The Cooper Union for the Advancement of Science and Art, 2003 M.Arch.II, Syracuse University Abroad in Firenze, Italia, 2004

Teaching Experience:

Adjunct Instructor, New York Institute of Technology (NYIT), 2005-2006 Adjunct Assistant Professor, City College of New York (CCNY), 2006-present

Professional Experience:

Architectural Designer, RMJM New York International Office, 2004-2009

Licenses/Registration:

None

Selected Publications and Recent Research:

Architects Draw: Freehand Fundamentals (Princeton Architectural Press, 2008) White House Redux: 123 Ideas for a New White House (Storefront for Art & Architecture, 2008)

Professional Memberships:

None

Name: Johanna Dickson Adj Assistant Professor

Courses Taught at City College (Spring 2008-Spring 2011):

AES 11100, Design Communication Studio I AES 12000, Design Communication Studio II

Educational Credentials:

M.Arch., University of Pennsylvania, 2000 B.A., Johns Hopkins University, 1994

Teaching Experience:

New York Institute of Technology, 2005-2006 New Jersey Institute of Technology, Fall 2006 The City College of New York, 2008-2011

Professional Experience:

Skidmore, Owings & Merrill Architects (*Associate*), 2006-present Berg Design Architects, 2005-2006 Pasanella + Klein, Stolzman + Berg, 2004-2005 Kostow Greenwood Architects, 2002 – 2004 Office for Global Architecture, 2000-2001

Licenses/Registration:

New York State

Selected Publications and Recent Research:

Pamphlet Architecture #23 MOVE; Sites of Trauma, Published February 2002 Winner of international competition to develop an edition of Pamphlet Architecture published by Princeton Architectural Press. The subject was based on the author's graduate architecture thesis initiated in the spring of 2000.

Professional Memberships:

American Institute of Architects

Name: Patricio del Real Adjunct

Courses Taught (Two academic years prior to current visit): Arch 51234 / Arch 63118 From Latin American Architecture to Architecture in Latin America Fall 2010 Arch 513.25 /631.37 Words and Buildings: Architectural Theory and Methods Fall 2010 Arch 51234 / Arch 63118 From Latin American Architecture to Architecture in Latin America Fall 2008

Educational Credentials:

PhD Candidate, ABD, Columbia University, Graduate School of Arts and Sciences, New York, NY. March Harvard University, Graduate School of Design, Cambridge, Mass. BA Washington University in St. Louis, St. Louis, Mo.

Teaching Experience:

Program Director, Clemson University Architecture Center In Barcelona, Spain, 2003-2005 Assistant Professor, Clemson University, 2000-2005 Visiting Professor, University of Colorado 1999-2000 Assistant Professor, Southern University and A & M College, 1997-1999 Adjunct Professor, Pontificia Universidad Católica de Chile 1994-1996 Adjunct Professor, Adjunct Professor, 1994-1995 Instructor, Boston Architectural Center, 1991-1992

Professional Experience: Eduard Samsó i Asociats, Barcelona, Spain Moshe Safdie and Associates, Somerville, MA J.I. Baixas/ E. del Río Arquitectos, Santiago Chile Stephen Sills Associates, 30 East 67th Street, New York, NY Interbrand, 460 Madison Avenue, New York, NY

Licenses/Registration:

Selected Publications and Recent Research:

Selected Publications and Recent Research: "Para caer en el olvido: Henry-Russell Hitchcock y la arquitectura latinoamericana," BLOCK no 8 (in p.). "Simultaneous Territories: Unveiling the Geographies of Latin American Cities," AD: Architectural Design: Latin America at the Crossroads (in print): 16-19. "Barbacoas: Havana's New Inward Frontier," in Beyond Ruinology: Cultural Mappings of Havana After 1989, Edts. Anke Birkenmeir and Esther Whitfield (Raleigh: Duke University Press (in print). Review Essays: Loose Space / Rethinking the Informal City / Urbanismo na américa do sul" Journal of Architectural Education 64, 1:149-151 "Paris Nord: Shadrach Woods' Imaginary Global City" (with María González Pendás), *Positions* 1, 2010: 64-03

64-93. "Wandering Around: Architecture as threshold between territory and poetry," OASE: Journal of Architecture 80, 2009: 61-69. "'Ye shall receive' The Rural Studio and the Gift of Architecture," Journal of Architectural Education 62, 4

(May) 2009: 123-126. "Slums do Stink: Artists, Bricolage, and Our Need for Doses of 'Real' Life," Art Journal vol 67, no. 1

Spring 2008: 82-99.

"Building a Continent: MoMA's Latin American Architecture Since 1945 Exhibition," Journal of Latin American Cultural Studies 16, no. 1 March 2007: 95-110

"Inventar: Recent Struggles and Inventions in Housing in Two Cuban Cities." (with Anna Cristina Pertierra) *Perspectivas in Vernacular Architecture* 15, 2008:78-92

Professional Memberships:

Name: Jeremy Edmiston Associate. Professor F/T

Courses Taught (Two academic years prior to current visit):

ARCH 52100 Comprehensive Design, Spring 2011, Spring 2009 ARCH 51100 Comprehensive Design, Fall 2010, Fall 2009 ARCH 51313 / ARCH 63134 Re-Imagining Tall Buildings for Sustainability, Fall 2010, Fall 2009 ARCH 36301 Construction Tech 2, Spring 2010

Educational Credentials:

Master of Science in Advanced Architectural Design, Columbia University GSAPP, New York, 1992 Bachelor of Architecture, University of Technology, Sydney Australia, 1989 (Hons, University Medal)

Teaching Experience:

Associate Professor CCNY 2008 Fall – Present Visiting Associate Professor, UPENN, 2010 Spring Visiting Adjunct Professor, PRATT Institute, 2007 Spring Visiting Research Fellow, Syracuse University, 2006 Fall-2007 Spring Visiting Studio Critic, Syracuse University, 2006 Spring Adjunct Professor, CCNY, 1999 Fall-2008Spring Visiting Studio Critic, Columbia University, 2001 Spring Visiting Studio Critic, Roger Williams University, 1999 Summer

Professional Experience:

Owner, SYSTEMarchitects, 2008-Present Partner, SYSTEMarchitects, 1997-2007 Senior Architect, Emilio Ambasz & Associates New York, 1994-1996 Junior Architect, Bernard Tschumi Architects New York 1993 Intern-Project Manager, Harry Seidler & Associates Architects and Planners Sydney, Australia 1983-1991

Licenses/Registration:

New York State

Selected Publications and Recent Research: The New York Review of Books, October 09, Fabrictaion and Bucky Fuller, Martin Filler, 2008 Architecture Review, October 2008, Home Run, Colin Davies Bloomberg National TV, July 27, Home Delivery, 2008 Slate, August 13, Houses Made in Factories, Witold Rybczynski, 2008 Financial Times, July 13, Out of the Box, Hettie Judah, 2008 The New Yorks Times, July 18, Instant Houses, Then and Now, Nicolai Ouroussoff, 2008 Home Delivery: Fabricating the Modern Dwelling, Bergdoll/Christensen, MoMA 2008 Bauwelt 15.08, April 18, Prototypen aus Holz, BURST*003, (cover), 2008 ABITARE No.468. BURST*, casa prototipo. Francesco Garafolo. 2007 Aa, Architecture Australia vol.95 no.5, "BURST*003". Sandra Kaji O'Grady. 2006 PRAXIS 6: New Technologies/New Architectures. "Constellations in Practice", Gregg Lynn. 2004 Sites and Stations: Provisional Utopias, Lusitania Press 1995, *The Green Cyborg* Jeremy Edmiston

Professional Memberships:

The Architectural League of New York; The Van Alen Institute; StoreFront for Architecture

Name: Alberto Foyo, RA. Adj. Professor

Courses Taught (Two academic years prior to current visit):

ARCH 47100 4th year Design Studio 3 ARCH 48100 4th year Design Studio4 AES 23000 2nd year Design Communications 2 ARCH 35100 3rd year Design Studio 1 ARCH 36100 3rd year Design Studio2

Educational Credentials:

B.Arch studies Escuela Tecnica Superior Arquitectura, Madrid, Spain, 1974 - 1978
B. Arch University of Oregon, 1985
Honorary Masters, Honoris Causa, School of Engineering and Architecture, Kharkov, Ukraine, 2011

Teaching Experience:

Adjunct Professor, New York Institute of Technology, 1993-1995 Visiting Professor, Fachochschule Munich, Germany, 2001 Adjunct Professor, Spitzer School of Architecture, NY 2008-present Professor, Santiago de Compostela International Summer Program, Spain, 2010 - present Visiting Associate Professor, GSAPP, Columbia University, present

Professional Experience:

WGM Architects 1985-1990 Collaboration with Roland Rainer, Vienna, Austria, 1991-1992 Alberto Foyo Architect, PC, Principal, 1993 - present

Licenses/Registration:

New York New Jersev Selected Publications and Recent Research: Cultural sustainability Genius loci versus locus genii; the architect and his site Byzantium in the Slavic soul Sensorial sensitivity & social sensitivity as design tools Comfort and the natural environment Prototype, type, & stereotype: dwelling vs housing The avante garde and history, the tradition of the new Gravity and lightness: the contemporary environmental predicament Influence versus inspiration: marketing versus education Bilateral relations between the rural and the urban spheres of influence Courtyard typology as generator of Urban place, 1991 -present Appetite for life, the archaic & the sophisticated, Art Academy, Kiev 2010 (Arkidea, 2010). Energy, Ecology, Economy: Culture, language, and Sustainability (GSAPP 2011)

Professional Memberships:

The Architectural League of NY, 1985 - present

Name: Antonio Furgiuele Adj. Lecturer

Courses Taught (Two academic years prior to current visit):

AES 23000 Communications Workshop III (2nd Year Design Studio) AES 24000 Communications Workshop IV (2nd Year Design Studio) ARC 61100 Arch Design Studio 1.1 (M. Arch I Studio) ARC 51301 Materials, Research Fabrication

Educational Credentials:

B.Arch. with Honors, Syracuse University, 2000

Teaching Experience:

Adjunct Assistant Professor, Pratt Institute, 2006-present Adjunct Lecturer, Parsons The New School for Design, Fall 2007-Spring 2008 Adjunct Lecturer, College of Staten Island, City University of New York, Fall 2002-Spring 2005

Professional Experience:

Founder, O/S Group, 2007 - present Project Manager, 1100 Architect, June '04 – Sept '05 Junior Architect, Keenen / Riley Architects, May '03 – Nov. '03 Project Manager, Konyk Architecture, Oct. '00 – June '02

Licenses/Registration:

Selected Publications and Recent Research:

• Computing the Paranoid Critical, Association of Collegiate Schools of Architecture Conference [A.S.C.A.], Montréal, March 2011

• Light, Le Corbusier and the Sublime, The Cooper Union Feltman Lecture Series, February 2011

• Light Grammar & Le Corbusier, The Cooper Union Feltman Lecture Series, April 2010

• *Taste, Media and the Modern Interior* (with Karin Tehve), Interior Design Educators Council Conference [IDEC], Atlanta, April 2010

• Emerging Technologies: The Ethics of Digital Design (Paper Critic),

Association of Collegiate Schools of Architecture Conference [A.S.C.A.], Montréal, Fall 2008 • Constructed Tourist Sites / Sites: The Functions of Architectural Tourism in Modern Fascist Italy, Nazareth College, March 2007 Professional Memberships:

Link to your website (optional) http://www.os-groupnyc.com

Name: Gordon A. Gebert Professor F.T.

Courses Taught (Two academic years prior to current visit):

AES 23300 – Introduction to Digital Media Arch 51312 – Building Information Modeling Arch 71301 – Building Information Modeling Arch 48100 – Design Studio (selected lectures on BIM) Arch 36301 – Construction Technology II (selected lectures on BIM)

Educational Credentials:

Master of Architecture, Princeton, 1969 Bachelor of Architecture, MIT, 1966 Numerous computing courses/seminars/formal training sessions

Teaching Experience:

Lecturer, Princeton School of Architecture – 1968-1969 Lecturer, City College School of Architecture - 1969 Assistant, Associate, Full Professor, City College School of Architecture 1971- present

Professional Experience:

Various School of Architecture Administrative positions – 1972-present Consultant, New York City agencies, various hospitals, and architectural offices 1968-1978 Principal & Chief Tech. Officer, Data Methods Incorporated, 1979-98

Development of integrated software package for large scale health facilities and management Installed at over 800 sites world wide

Consultant to various agencies and corps. including US Veterans Affairs, Indian Health Service, Kaiser Permanente, American Health Supply, US Public Health Service, Dept. of Defense Principal, Gordon A. Gebert & Assoc. - Architects, 1997- present Director and Prin. Investigator, City University Comprehensive Facilities Data Base Project, 1992-1998

for 22,000,000 sq. ft. in 330 bldgs on 21 campuses throughout New York City

Licenses/Registration:

New York State Registered Architect

Selected Publications and Recent Research:

Senior Editor, M Computing Journal, 1993-1998
Editor, Computers and Environmental Systems
Assoc. Editor, Computers and Environment
Various architectural projects including historic stabilization and restoration of 6,000 sq. ft Victorian residence
Renovation of 150 yr old stone structure & conversion to residence
Master Plan Inventory – Oakwood Friends School, N.Y., 2004
Dormitory Conversion Feasability Study – Oakwood Friends Sch. – 2004
Various commercial, residential and educational projects – Rockland & Duchess counties.

Professional Memberships:

Name: Peter A. Gisolfi, AIA, ASLA, LEED AP F/T Professor

Courses Taught: (Two academic years prior to current visit):

LAAR 62200 History/Theory Landscape Architecture I LAAR 63200 History/Theory Landscape Architecture II Arch 35302/LAAR 61300/Arch 73500 Site Planning and Site Technology Arch 48100 B Arch Fourth Year Design LAAR 63100 Landscape Architecture Studio III LAAR 64100 Landscape Architecture Studio IV (joint studio with Arch 47100) Arch 47100 M Arch Design Studio IV (joint studio with LAAR 64100)

Educational Credentials:

Master of Landscape Architecture, University of Pennsylvania, 1973 Master of Architecture, University of Pennsylvania, 1970 Bachelor of Arts, Yale University, 1966

Teaching Experience:

City College, CUNY, 1975 – Present: Assistant, Associate, Full Professor of Architecture and Landscape Architecture, Chair of School, 2005 – Present Columbia University, 1974 – 1986: Adjunct Associate Professor

Professional Experience:

Founding partner, Peter Gisolfi Associates, Architects and Landscape Architects, LLP 1976 to present. Project architect and associate, Hart Krivatsy Stubee, Architects and Planners, NYC 1972-1975

Licenses/Registration:

Architecture: Connecticut, Indiana, Maryland, Massachusetts, Missouri, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Virginia, NCARB Landscape Architecture: New York

Selected Publications and Recent Research:

Finding the Place Architecture in the Landscape, introduction by Vincent J. Scully Jr., Mulgrave, Australia: Images Publishing, 2008

"Reclaiming Spoiled Landscapes," *Planning: The Magazine of the American Planning Association*, February 2011.

"Public Libraries in Transition from 20th to 21st Century Models," Chapter 1 of *Advances in Library Administration and Organization Volume 29,*" Emerald Group Publishing Limited, UK, 1st Edition 2010.

Peter Gisolfi is the author of 25 articles published between 1996 and 2010. 115 articles have been published about his work between 1978 and 2010. His design work has been included in 8 books published between 1985 and 2007. Peter Gisolfi is the recipient of 63 architectural design awards including 18 from the AIA.

Professional Memberships:

The American Institute of Architects, American Society of Landscape Architects, American Library Association, Society of College and University Planners

Link to website: www.petergisolfiassociates.com

Name: Domingo Gonzalez, MIES, CIALD, DLF, AIA Adj. Lecturer

Courses Taught (Two academic years prior to current visit): ARCH 74500/48301 - Construction Technology 4; Lighting & Acoustics **Educational Credentials:** B.S. Architecture City College of New York, 1978 **Teaching Experience:** ARCH 74500/48301 - Construction Technology 4; Lighting & Acoustics, 2005 - 2009 **Professional Experience:** Staff, Delgado Huegel Architects 1975 – 1978 Associate, CHA Lighting Design 1978 - 1985 President, Domingo Gonzalez Associates 1985 - Present Licenses/Registration: NCQLP, LC (Lighting Certified) Selected Publications and Recent Research: LD & A Jan. 2009: Profile, Man About Town 2007: Firm Profile Lighting Spaces June 2007: West Side Ferry Terminal 2006: NY Historical Society LD & A May Architectural Lighting May Architectural Lighting 2005: JFK Light Rail June 2004: Hudson River Park Segment 4 Architectural Lighting Sept. The Architects Newspaper July 2004: Washington Square Arch 2002: George Washington Bridge Metropolis May Architectural Record 2001: George Washington Bridge May

Other Publications

IESNA RP-3001: Lighting for Educational Facilities: 1997 Building Types Basics: Lighting for Transit Facilities: 2004

Awards

2010: IIDA/IES Lighting Award of Merit: Old DC City Hall / Courthouse 2009: IIDA/IES Lighting Award of Merit: Davidson County Courthouse 2008: IIDA/IES Lighting Award of Merit: Jamaica Station Redevelopment 2007: GE Edison Lighting Award of Excellence: African Burial Ground Memorial 2007: GE Edison Lighting Award of Merit: Jamaica Station Redevelopment2006: IIDA/IES Lighting Award of Merit: Aeropostale Prototype Store 2006: IIDA/IES Lighting Award of Merit: Bronx Boro Central Library 2006: IIDA/IES Lighting Award of Merit: West Side Ferry Intermodal Terminal 2006: GE Edison Lighting Award of Excellence: Bronx Boro Central Library 2006: IIDA/IES Lighting Award of Merit: NYS Appellate Court 2005: GE Edison Lighting Award of Excellence: West Side Intermodal Ferry Terminal 2005: IIDA/IES Lighting Award of Merit: Shelby Street Bridge Lighting 2004: GE Edison Lighting Award of Excellence: Washington Square Arch 2004: GE Edison Lighting Award of Merit: NY Botanical Garden Visitors' Center 2004: GE Edison Lighting Award for Sustainable Design: Stillwell Avenue Station 2003: GE Edison Lighting Award of Merit: Hudson River Park Segment 42001: LDI Architectural Lighting Designer of the Year 2001: Society of American Design Award: Offices of KBW 2001: GE Edison Lighting Award of Excellence: George Washington Bridge Tower 2000: IES P. Waterbury Award for Exterior Lighting: George Washington Bridge Tower 2000: IES/NY Lumen Lighting Award: George Washington Bridge Tower Floodlighting

Professional Memberships: AIA, IESNA, IALD, DLF <u>http://dgalight.com/</u>

Name: Marta Gutman, Ph.D. Associate Professor

Courses Taught (Two academic years prior to current visit):

AES 242.00 History of Architecture in the West, 2 Arch 352.01 Twentieth-Century Architecture and Urbanism Arch 622.00 History of Architecture in the West, 2 Arch 732.00 Twentieth-Century Architecture and Urbanism Arch 513.25 Words and Buildings Arch 631.10 Words and Buildings Arch 513.67 Architecture/Gender: Theory and Practice/Theory in Practice Arch 631.56 Architecture/Gender: Theory and Practice/Theory in Practice

Educational Credentials:

B.A., Brown University, 1975.M.Arch, Columbia University, 1981.Ph.D., University of California, Berkeley, 2000.

Teaching Experience:

Adjunct Assistant Professor, Columbia University, 1983-85 Assistant Professor, Columbia University, University, 1985-88 Associate Chair, Parsons School of Design, New School for Social Research, 1988-92 Adjunct Professor, California College of the Arts, 1999-2000 Associate Professor, City College of New York, 2004-present (reappointed with tenure, Fall 2009)

Licenses/Registration:

New York

Selected Publications and Recent Research:

What Kind of City: The Charitable Landscape Women Built for Children in Oakland, California. Chicago: University of Chicago Press, forthcoming. Supported by National Endowment for the Humanities, PSC-CUNY, Schoff Subvention.

Buildings & Landscapes: Journal of the Vernacular Architecture Forum, co-editor, 2009 to present

"City Building," book review essay (8 titles) for "Actualité" in *Perspective: Actualités de la recherche en histoire de l'art (*Revue de l'INHA) (in press, forthcoming, 2011).

"Modern Housing: A California Story," in *Architecture from the Outside In*, edited by John Wriedt and Dana Cuff (New York: Princeton Architectural Press, 2010).

Designing Modern Childhoods: History, Space and the Material Culture of Children, co-edited with Ning de Coninck-Smith (Rutgers, 2008). 9 reviews.

"Race, Place, and Play: Robert Moses and the WPA Swimming Pools in New York City," *Journal of the Society of Architectural Historians* 67 #4 (December, 2008): 532-561. Honorable Mention, 2009 for the best journal article on the history of children and youth, awarded biennially by the Society for the History of Childhood and Youth.

Professional Memberships:

Vernacular Architecture Forum Society of Architectural Historians Society for the History of Childhood and Youth Society for American City and Regional Planning History

Name: Athanasios Haritos Adj. Associate Prof.

Courses Taught (Two academic years prior to current visit):

AES 24000, Design Communications 4, Spring 2011 AES 23000, Design Communications 3, Fall 2010 AES 24000, Design Communications 4, Spring 2010 AES 23000, Design Communications 3, Fall 2009 AES 24000, Design Communications 4, Spring 2009

Educational Credentials:

B.S., B.Arch., The City College of The City University of New York, 1990, 1991 M.Arch. Columbia University, 1995

Teaching Experience:

Adjunct Associate Professor, CCNY CUNY SSA, 1998 - present Adjunct Lecturer, New York Institute of Technology, 2001- 2004 Adjunct Lecturer, New Jersey Institute of Technology, 1998 - 2000

Professional Experience:

In private practice, 1996 - present

Licenses / Registration:

Licensed Architect, Technical Chamber of Greece

Selected Publications and Recent Research:

Design + Art in Greece, Architecture in Greece Press, Annual Review, 2010 Phaidon Atlas of Contemporary World Architecture, Phaidon Press, 2004, 2005 Architectural Record, April, 2003 Design + Art in Greece, Architecture in Greece Press, Annual Review, 2002

Professional Memberships:

Registered Architect, Technical Chamber of Greece

Name: Brian Healy, AIA Visiting Professor

Courses Taught (Two academic years prior to current visit):

ARCH 86100 Design Studio – Rural Retreat ARCH 86100 Design Studio – Martin House Visitor's Center

Educational Credentials:

B.S. in Architecture, Pennsylvania State University, 1978 M.Arch., Yale University, 1981

Teaching Experience:

Visiting Professor, City College of New York, 2010-present Ruth and Norman Moore Visiting Professor, Washington University, Fall 2010 Visiting Professor, City College of New York, Spring 2010 Gerard Sheff Visiting Professor in Architecture, McGill University, Fall 2009 Hideo Sasaki Distinguished Visiting Critic, Boston Architectural College, Spring 2009 Cameron Visiting Architect, Middlebury College, Fall 2008 Distinguished Visiting Professor in Architecture, Roger Williams College, 2008-2009 Visiting Artist in Residence, Amherst College, Spring 2007 John G. Williams Visiting Professor, University of Arkansas, Spring 2006 Visiting Critic, Yale School of Architecture, 2000-2005 (Spring) Visiting Critic, Harvard Graduate School of Design, Fall 2004 Visiting Associate Professor, Massachusetts Institute of Technology 2001-2003 (Fall) Lecturer in Architecture, University of Pennsylvania, 1997-2000 (Fall)

Professional Experience:

Principal, Brian Healy Architects, Boston, MA 1986-present

Licenses/Registration:

Massachusetts New York Pennsylvania Rhode Island North Carolina

Selected Publications and Recent Research:

Commonplaces: Thinking about an American architecture, (ORO Editions, 2009). Korean Church of Boston, Annual Design Review (Architect, November 2010)

Professional Memberships:

The American Institute of Architects

Link to your website

www.brianhealyarchitects.com

Ali C. Hocek, AIA Adj. Associate Professor

Courses Taught (Two academic years prior to current visit):

AES 23000 Communications Workshop 3 (Second Year Design) AES 24000 Communications Workshop 4 (Second Year Design)

Taught Education

AES 24000 Communications Workshop 4 (Second Year Design) Master of Architecture, Syracuse University, 1987 Bachelor of Architecture, Rhode Island School of Design, 1982 RIBA Part One, Architectural Association, London, 1980

Teaching Experience

1st, 2nd, and 3rd year undergraduate design studio, School of Architecture, The City College of New York, 1992-present

Professional Experience

Partner, U+A Architects, New York, NY 1989 - 1992 Partner, Hocek Sweeny Walter Architects, New York, NY 1993 – 1997

Principal, AC Hocek Architecture, New York, NY 1997 - present

Licenses/ Registration

New York Rhode Island

Publications

When Pictures Leap to Other Screens, Edward Rothstein, (The New York Times, January 13, 2011)

Design Awards 2008-The Tristes Tropiques Houses, (The American Institute of Architects, New York Chapter, 2008) Ultimate Lighting Design, Museum of the Moving Image, pgs 220-223, (teNeues Publishing Group, 2005)

Country Homes, (Filipacchi Publishing, 2004) *Modern Love*, Jesse Kornbluth, (Elle Décor, August/September, 2003)

Secrets of Image Makers, Timothy Jack Ward, (The New York Times, March 28, 1995)

Research

Health Architecture-NeVosh, (Granada, Nicaragua, 2003)

Exhibitions

12TH Annual WAH Salon Art Club Show, (New York, NY, 2011) Shelter Island Historical Society House Tour-Slovin/Leites Residence, (Shelter Island, NY, 2009)

Memberships

American Institute of Architects

Web Links

www.hocekarchitecture.com www.thinkoffsite.com

Name: Bradley Horn F/T Assistant Professor

Courses Taught (Two academic years prior to current visit):

Arch 61100: Architecture Studio 1.1 Arch 62000: Visual Studies 2 Arch 51317 /Arch 63107: Descriptive Geometry

Educational Credentials:

B Arch, The Cooper Union, 1994 M Arch, Columbia University, 1998

Teaching Experience:

The City College	
Pratt Institute	
Harvard University GSD	
The Cooper Union	
Columbia University	

Sep 2004-present Sep 1998-May 2004 fall 2003 Jan 2001-May 2003 July 2001-July 2003 Assistant Professor Visiting Assistant Professor Visiting Adjunct Professor Adjunct Assistant Professor Adjunct Professor

Professional Experience:

Principal, Berman Horn Studio, New York, NY,

Licenses/Registration:

New York

Selected Publications and Recent Research:

"Technology and Human Desire" / Session co-moderator at 99th ACSA Annual Meeting / March 2011 Ineffable / Book forthcoming from Oscar Riera Ojeda Publishers / May 2011
City Works 4 / Editor / Oscar Riera Ojeda Publishers / Forthcoming in May 2011
City Works 3 / Editor / Oscar Riera Ojeda Publishers / spring 2010
"Charmed Obsolescence" by Constance Rosenblum / Harlem Townhouse featured in NY Times / 4:10
Berman Horn Studio finalists in AIA LA Restaurant Design Awards / summer 2010
Char No. 4 / Brooklyn, NY / Restaurant design featured in journal *3 Lux: Letters*, Issue 2: 2009
Char No. 4 / Brooklyn, NY / Restaurant design featured in *Architectural Record* / 08:2009
Txikito / New York, NY / Restaurant design featured in *Architect's Newspaper* 10:2009
"Emerging Technologies: The Ethics of Digital Design" / Session co-moderator 97th ACSA Annual Meeting / March 2009
El Quinto Pino / NY, NY / Restaurant design featured in Taschen Book *New York Styles Vol. II*, May 2009
The Poetics of a Wall Projection, Jan Turnovsky, AA Words 3, Architectural Association Publishers / Book Review / The Architect's Newspaper 16 / 10 07 09
Cellular Zones / Versatility and Vicissitude: Performance in Morpho- Ecological Design, Michael Hensel

Cellular Zones / Versatility and Vicissitude: Performance in Morpho- Ecological Design, Michael Hensel and Achim Menges (eds.), Wiley / Book Review / The Architect's Newspaper 03 / 02 18 09

"Code Warriors", Review of Symposium "Post-Parametric," co-chaired by David Benjamin and Michael K. Reed, at Columbia University GSAPP / The Architect's Newspaper Blog / 10 05 09

Research and Design / Work of Berman Horn Studio featured in catalog of faculty exhibit at The CCNY Bernard and Anne Spitzer School of Architecture / Fall 2009 / Oscar Riera Ojeda Publishers

Professional Memberships:

AIA
Name: Lewis Iglehart, AIA Adj. Professor

Courses Taught (Two academic years prior to current visit):

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ARCH 51322	Advanced Presentation Techniques
ARCH 63101	Advanced Presentation Techniques
ARCH 51348	Computer Rendering
AES 23300	Introduction to Digital Media
LAAR 69003	Introduction to Digital Media
LAAR 61400	Drawing and Visual Media Studies

Educational Credentials:

Graduate Work in Computer Programming, New York University, 1985-1987 Graduate Work in Illustration, School of Visual Arts, 1977-78 Graduate Work in Education, City College, CUNY, 1970 Bachelor of Architecture, Pratt Institute, 1969

Teaching Experience:

Adjunct Professor, Bernard & Anne Spitzer School of Architecture, CCNY 1994-Present

Professional Experience:

Staff Architect, Ammann & Whitney, Architects & Engineers 1969-1972 Architectural Designer, Kennerly, Slomanson & Smith, Architects 1972-1974 Architectural Designer, Harrison & Arbamovitz, Architects 1974-1978 Architectural Designer, Harper & George 1978-1979 Architectural Designer, Hambrecht-Terrell, Architects 1979-1980 Partner, Iglehart & Struhs, Architects 1980-1988 Clients Included: New York Telephone Co. The Riese Organization Galerie Group, Inc. Principal, Lewis Iglehart, Architect 1988-Present Consultant services to Architectural Offices and Private Developers in this country and abroad. Eldorado Shopping Centers, Brazil Hartz Mountain Industries Nyack Hospital Swanke Hayden Connell, Architects LLC JRS Architects (Soffes Wood Architects), New York Micheal C. Fina, New York Licenses/Registration:

New York NCARB Certified

Selected Publications and Recent Research:

<u>Architectural Rendering – The Techniques of Contemporary Presentation, 3rd Ed.,</u> A.O. Halse & S.L. George, McGraw Hill [Illustrations] <u>Trump Tower</u>, Rubin & Mandell, Lyle Stuart Inc. [Illustrations] <u>A Plan For Melrose-Morrisania</u>, New York City Planning Commission

Professional Memberships:

The American Institute of Architects

Name: David Judelson Adj. Assistant Professor

Course Taught (Two academic years prior to current visit): AES 11100, Design Communication Studio I

AES 12000, Design Communication Studio II

Educational Credentials:

M. Arch., A.S., M.C.P. Massachusetts Institute of Technology, 1971 B. Arch., Massachusetts Institute of Technology, 1964

Teaching Experience:

The City College of New York, 2001-2011 Buck's Rock Camp, New Milford, CT, 1996-97 Northeastern University, 1993 Massachusetts Bay Community College, 1993 Somerville (MA) High School, 1993 Massachusetts Institute of Technology, 1973-1977

Professional Experience:

DJ Designs, 1987-2011 RKT&B Architects, 2003-05 Artopolis Development, 2001-06 Artists Housing Partnership, 1998-99 New York Coalition for Artists Housing, 1997-2006 Bruner-Cott and Associates 1987-88 The Artists Foundation, 1977-78 The Architects Collaborative, 1968-69 Greater London Council Architects Department, 1966-68 Fry, Drew and Partners, 1964-66

Selected Publications and Recent Research:

Freedom to Create, 2010 "Artists Housing: We Can Do It Here," FYI, New York Foundation for the Arts, 1966 "Lofts," PLAN, MIT School of Architecture and Planning, 1977

Other Scholarly Work:

Selected Solo Exhibitions: Artsource International, 2010 He Gallery at Fox and Fowle, 2004 OK Harris Works of Art, 1995 Andrea Marquit Gallery, 1992 Hess Gallery, 1990 Clark Gallery, 1984,1986, 1989 North Street North Gallery, 1975 Elements Gallery, 1973

Selected Commissions:

North Carolina State A&T University, 1998 Scholastic, Inc., 1995 Cambridge (MA) Arts Council, 1983 Name: Holly Kallman, BSLA, MUP

Courses Taught (Two academic years prior to current visit):

ARCH 41004 Design Build Landscape Architecture SD11 LAAR 64400- Planting Design

Educational Credentials:

BSLA, City College of New York, 2006 MUP, City College of New York, 2007

Teaching Experience:

Adjunct Professor, NYIT February 2008- June 2009 Adjunct Lecturer, Architecture, CCNY, 2004-Present

Professional Experience:

2010-Present - The City College of New York, Solar DecathlonTeam New York 2009 -2010 Sustainability Coordinator - The City College of New York 2007-2009 Associate Director - City College Architectural Center 2006-2009 Publication Coordinator - Downtown Futures Group 2005-2006 Public Relations - RKT&B Architects & Urban Design

Licenses/Registration:

N/A

Selected Publications and Recent Research:

May 2010: CCNY Climate Action Plan for the City College of New York <u>http://www1.ccny.cuny.edu/facultystaff/ccnygreen/upload/ccny-campus-action-plan-5-27-10-spread.pdf</u> 2010: Beyond Petropolis, Designing a Practical Utopia In Nueva Loja, Publisher: Oscar Riera Ojeda *Downtown 2020*: http://www.baruch.cuny.edu/realestate/pdf/downtown2020.pdf Community Board 12-Washington Heights and Inwood *Land Use Study*: http://www.nyc.gov/html/mancb12/html/land/land.shtml

Professional Memberships:

Associate American Society of Landscape Architects American Planning Association

Susan Martha Kaplan

Courses Taught (Two academic years prior to current visit):

ARCH 63201, Material Research and Specifications (for Solar Decathlon) Fall 2010

Educational Credentials:

Bachelor of Arts, Queens College (CUNY), New York City 1976 Bachelor of Architecture, City College (CUNY), New York City 1982

Teaching Experience:

Adjunct Professor, Fashion Institute of Technology 2008 - Present USGBC Education Provider Program 2007 - Present

Professional Experience:

Specification Writer, New York City Health and Hospital Corporation 1982-1990 Assistant Director of Specifications 1990-1994, New York City Health and Hospital Corporation Specification Writer, HLW International LLP 1994-1999 Director of Specifications, HLW International LLP 1982-1990, Director of Specifications and Sustainability HLW International LLP 2003-Present

Licenses/Registration:

None

(Certifications Certified Construction Specifier (CCS), Construction Specifications Institute, 1987) LEED Accredited Professional 2003)

Selected Publications and Recent Research:

None

Professional Memberships:

Construction Specifications Institute

Name: Joan Krevlin FAIA, LEED AP Adj. Professor

Courses Taught (Two academic years prior to current visit): **ARCH 471** 4th Year Design Studio **ARCH 481** 4th Year Design Studio **Educational Credentials:** BA, Art History, Magna Cum Laude, Washington University, St. Louis, Missouri 1975 M Arch, Washington University, St. Louis, Missouri, 1978 **Teaching Experience:** Visiting Adjunct Professor, Hampshire College, Introduction to Architectural Design 2005 Adjunct Professor, Spitzer School of Architecture, 4th Year Design Studio, 2010-present **Professional Experience:** Associate, Paul Segal Associates, 1979-1992, Partner, BKSK Architects, 1992-Present Licenses/Registration: New York ,New Jersey Selected Publications and Recent Research: Authored by Krevlin "A New Way To Play: Shaping a New Environment for the New York Hall of Science's Youngest Visitors." Exhibitionist Magazine (National Association for Museum Exhibition). "Connection Point: Defining Purpose through the Architectural Process." Oculus. "Design for Playing: Safety and Substance in Outdoor Science Parks." Association of Technology Centers Dimensions. About Krevlin's work Croydon, Randolph. "Hollow Green, Solid Green and Sustainability." Oculus. Beal. Heather. "Distinctive and Demonstrative." Eco-Structure. "A Garden's Many Shades of Green." GreenSource Magazine. (Cover) Clemens, Marilyn. "Preschool Physics." Landscape Architecture. (Cover) Bernstein, Fred. "A Garden Blooms in Queens." Metropolis Magazine. Hellman, Peter. "Culture Takes the LEED." Metropolitan Home. Dunlap, David. "A Memorial's Final Words Haven't Been Written." The New York Times. Sullivan, D. Thomas. "New York City's Learning Curve." Oculus. Beaton, Audrey, and Jane Kolleeny. "Businessweek/Architectural Record Awards: An Educational Mission is Expressed with Stylish Finesse." Architectural Record. "A Queens Garden Gives New Meaning to 'Green."" The New York Times. Collins, Nancy. "A Contemporary Edge Defines the Actress's Manhattan Loft." ArchitecturalDigest. "Terrain de Jeux." Architectural Digest, French Edition. (Cover) Jefferson, Margo. "Revisions: A Museum Talks to Children Without Talking Down." NYTimes. Bennet, Peter. "Science Says." Landscape Architecture. (Cover) "Environmental Graphics." Communication Arts: Design Annual 1998. Masello, David. "New School of Thought." Architectual Record. Leardon, Fran and Norval White. AIA Guide to New York City (NYC: Oxford University Press, 2010). McMillan, Richard. 101 Cool Buildings: The Best of New York City Architecture 1999-2009 (US: Booksurge, 2009). Stern, Robert A.M., et al. New York 2000: Architecture and Urbanism Between the Bicentennial and the Millennium (NYC: Monacelli, 2006). The American Institute of Architects Exemplorary Environment Program. Educational Facilities (Victoria, Australia: Images Publishing Group, Limited, 2006). **Professional Memberships:** College of Fellows, American Institute of Architecture American Institute of Architects New York Committee on the Environment **Design Trust for Public Space Council** New York City Green Codes Task ForceBronx Museum of the Arts, Trustee www.bkskarch.com

Name: Fran Leadon F/T Assistant Professor

Courses Taught at City College (Fall 2009-Spring 2011):

AES 11100, Design Communication Studio I AES 12000, Design Communication Studio II AES 21200, Introduction to the Built Environment: New York City

Educational Credentials:

M.Arch., Yale University, 1994 B.Design, University of Florida, 1991

Teaching Experience:

The City College of New York, 2000-2011

Professional Experience:

Pouder Design Group, 2003-2007 Peter Gisolfi Associates, 2002 Voorsanger Associates, 2000 Richard Sturgeon Studio, 1999 – 2000 Peter Gluck, Architect, 2000 Coburn Architecture, 1999 – 2000 Francois deMenil, Architect, 1998 George Ranalli, Architect, 1996 – 1999 Balmori Associates, 1994 – 1996

Licenses/Registration:

New York State

Selected Publications and Recent Research:

AlA Guide to New York City, with Norval White and Elliot Willensky (Oxford University Press, 2010) "Inspecting the Green City," Oculus, Fall 2009.

"The Aleatoric Studio: Embracing Chance and Risk in First-Year Design," 99th Annual ACSA Conference Proceedings, March 3-6, 2011.

"Bloomberg Makes Space in New York: Studying the Transformation of Place in New York Under the Bloomberg Administration," book review of *Bloomberg's New York: Class and Governance in the Luxury City* by Julian Brash, *Architect's Newspaper*, January 19, 2011.

Professional Memberships:

American Institute of Architects

Name: Fabian Llonch F/T

Courses Taught (Two academic years prior to current visit):

Arch 36100 3rd Year Undergraduate Design Studio Arch 73100 2nd year Graduate Comprehensive Design Studio Arch 35301 Construction Technology I Arch 36301 Construction Technology II

Educational Credentials:

Licensed Architect Universidad Nacional Rosario Argentina 1995 Masters Washington University USA 1999

Teaching Experience:

Universidad Nacional de Rosario Argentina 1995-1996 Escola Tecnica Superior de Arquitectura de Barcelona Espana 1996 Washington University USA 1999 New Jersey Institute of Technology USA 2001-2004

Professional Experience:

Caballero Gimenez Arquitectos Argentina 1989-1991 Corea Gallardo Maninno Arquitectos Espana 1990-1993 Municipalidad de Rosario Argentina 1993-1996 Sverdrup Inc. USA 1998-1999 Adrian Luchini Arch USA 1999-2000 Steven Holl Arch USA 2000-2001

Licenses/Registration:

Argentina

Selected Publications and Recent Research:

Monograph <Dis>placed llonch+vidalleARCHITECTURE 2011 La Gaceta de los Arquitectos 2010 Clarin Arquitectura 2010 Azure Magazine Form and Function 2009 1000 Architecture of the Americas 2008

Professional Memberships:

Colegio de Arquitectos Rosario Argentina AIA NY Chapter Member

www.llonch-vidalle.com

Name: William Garrison McNeil R.A.

Adj. Professor

Courses Taught:

ARCH 35100 ARCH 36100 ARCH 51100 ARCH 52100

Educational Credentials:

B.S. Arch, City College B.Arch, City College M.S. Urban Design, Columbia University

Teaching Experience:

Adj. Associate Professor – Columbia 1970 – 1974 Adj. Associate Professor – City College 1972 – 1974 Associate Professor – City College – 1974 – 1980 Full Professor – City College – 1980 – 2007 Professor Emeritus – City College – 2009 – 2011

Professional Experience:

Intern – Lundquist and Stonehill Intern – Ulrich Franzen Principal – Garrison MacNeil Architect Partener – Le Gendre Johnson McNeil Commisioner NYC Planning Commission Principal – William Garrison McNeil – PLLC Member NYS Board of Architects

Licenses/Registration:

New York New Jersey Pennsylvania NCARB Certification

Professional Memberships:

One of the founders of New York Chapter of National Organization of Minority Architects - NOMA

Name: Sebastian Misiurek

Courses Taught (Two academic years prior to current visit):

Arch 61001 Digital Techniques Fall 2010

Educational Credentials:

B.Arch., Pratt Institute Brooklyn, NY 2009

Teaching Experience:

Adjunct Professor, City College of New York 08/2010 - 01/2011 Visiting Instructor, Pratt Institute 09/2009 - Present Digital Consultant, Pratt Institute 05/2009 - Present Teaching Assistant, Pratt Institute 06/2008 - 09/2009

Professional Experience:

Managing Editor, Core.form-ula.com, NY, NY 05/2009 - Present Project Manager/Designer, EASTON+COMBS, Brooklyn, NY 08/2009 - 09/2010 Fabrication Consultant/Designer, Evan Douglis Studio, Brooklyn, NY 05/2009 - 11/2009 Architecture Intern, Rockwell Group, NY, NY 06/2008 - 01/2009

Selected Publications and Recent Research:

Strong-Light research for LUX NOVA (EASTON+COMBS) Published in *Vague Terrain*, citySCENE, Journal 13, Spring 2009 for Sao Paolo: Crisis Fronts Degree Project Studio Published in *Autogenic Structures*, by Evan Douglis, January 2009 for Infinite Turbulence: Prefab China Design Studio Published in *Interior Architecture of China*, Issue 60, December 2007 for Longspan Natatorium: Third Year Design Studio and Infinite Turbulence: Prefab China Design Studio

Professional Memberships:

The American Institute of Architects

Name: Donald A. Mongitore, PE, LEED AP Adj. Professor

Courses Taught (Two academic years prior to current visit):

ARCH 47301 Construction Technology III M ARCH 61500 Environmental Systems ARCH 52100 Thesis

Educational Credentials:

B.S., Mechanical Engineering, Massachusetts Institute of Technology, 1970 M.S., Mechanical Engineering, Massachusetts Institute of Technology, 1970 Mechanical Engineer, Columbia University, 1976

Teaching Experience:

Positions: Adjunct Lecturer to Adjunct Professor, City College of New York, The Bernard and Anne Spitzer School of Architecture, 1984-Present

Professional Experience:

Engineer, Jaros, Baum & Bolles, New York, NY 1973-1979 Associate, Jaros, Baum & Bolles, New York, NY 1980-1985 Associate Partner, Jaros, Baum & Bolles, New York, NY 1986-2004 Partner, Jaros, Baum & Bolles, New York, NY 2005-Present

Licenses/Registration, Professional Engineer:

22 states including New York

Selected Publications and Recent Research:

Solar Energy Applications and Retailed Legislation (New York State Assembly, Public Service Legislative Studies Program, 1974) **Professional Memberships:** Member, American Society of Heating, Refrigerating and Air-Conditioning Engineers

Link to Website:

www.jbb.com

Name: Christopher Noey

Courses Taught (Two academic years prior to current visit):

ARCH 47200 World Architecture ARCH 85200 World Architecture

Educational Credentials:

B.A., Williams College, 1977 M.A. Art History, Institute of Fine Arts, New York University, 1982.

Teaching Experience:

Adjunct Professor, The City College of New York, 1996 Adjunct Professor, The City College of New York, 1998 Adjunct Professor, Williams College, 1999 Adjunct Professor, The City College of New York, 2006-2010

Professional Experience:

Senior Producer, The Metropolitan Museum of Art, New York, NY, 2010 to present Museum Educator, The Metropolitan Museum of Art, New York, NY, 2005-2010 to present Associate Museum Educator, The Metropolitan Museum of Art, New York, NY, 1998 to 2005. Coordinating Producer, The Metropolitan Museum of Art, New York, NY, Education, 1985 to 1998. Production Associate, The Metropolitan Museum of Art, New York, NY, 1984-1985.

Licenses/Registration:

Not applicable

Selected Publications and Recent Research:

The Frick Collection (12 minutes, col., HiDef video, 2009). Producer/Director/ Writer *All About Prints* (55 minutes, col., video, 2008). Producer/Director/ Writer "Painting in India: 15th through 19th Centuries" and selected catalogue entries in *The Art of India in the Williams College Museum of Art* (Williams College Museum of Art, 1994).

Professional Memberships:

The American Association of Museums

Link to your website

http://www.stereopticonpictures.com

Name: Irma L. Ostroff Adj. Professor

Courses Taught (Two academic years prior to current visit):

AES	20100	Architectural Drawing
AES	41301	Discovering Form in Nature
ARCH.	51387	Discovering Form in Nature
ARCH.	51365	Curating Architecture

Educational Credentials:

B.F.A. Tyler School of Art 1966 M.F.A. City College of New York 1996

Teaching Experience:

Instructor, Painting, New Jersey Center for Visual Arts, 1996-2008 Lecturer, History of Art, Marist College, 1982-1991 Adjunct Professor, Spitzer School of Architecture, CCNY 1997-present

...

Professional Experience:

Working artist, frequent exhibitions both solo and group, juried and invited. Lectures to painters Leader, community art projects

Licenses/Registration:

Selected Publications and Recent Research:

Research on physical and chemical properties of materials used in oil and acrylic painting as expressed in technique

Professional Memberships:

College Art Association American Association of University Professors American Association of University Women Name: Dominick R. Pilla, PE, CE, SE, RA, LEED AP F/T Associate Professor

Courses Taught (Two academic years prior to current visit):

ARCH 35401 Structures 1 Statics ARCH 73400 Structures 2 Wood and Steel ARCH 36401 Structures 2 Wood and Steel ARCH 74400 Structures 3 Concrete AES 24302 Statics and Strength ARCH 62400 Structures 1 Statics

Educational Credentials:

B.S., Rensselaer Polytechnic Institute, 1990 M.S., New Jersey Institute of Technology, 1991

Teaching Experience:

Adjunct Professor, Philadelphia College of Textiles and Science, 1997 Associate Professor, City College of New York CUNY, 2004-present

Professional Experience:

Project Engineer, M.G. McLaren Engineering, Nyack, NY 1992-1994 Project Engineer, Geiger Engineers, PC, Suffern, NY 1994-1995 Senior Engineer, DeNardis Associates Inc., White Plains, NY 1995-1999 Principal, Dominick R. Pilla Associates, PC, Nyack, NY 1999-present

Licenses/Registration:

Professional Engineer, NY, NJ, CT, VT, GA, FL, CO, OR, WA Civil Engineer, CA, NV Structural Engineer, NV, WA Registered Architect, NY, CT

Selected Publications and Recent Research:

A Simple Membrane Finite Element (Computers and Structures, 1993) Hybrid Cable-Arch Systems for Long Span, Lightweight Roof Structures (Proceedings, IASS Congress, Sidney, 1998) University of Northern Iowa air Dome Retrofit (Modern Steel Construction, 1999) Evaluating Historic Structures for Adaptive Re-Use (Structure Magazine, 2010)

Professional Memberships:

American Society of Civil Engineers American Institute of Steel Construction American Concrete Institute LEED Accredited Professional Structural Engineering Council Board National Council of Examiners for Engineering and Surveying National Council of Structural Engineers Association

Link to your website (optional) www.drpilla.com Name: George Ranalli ,Dean

Courses Taught: Administration (Dean), Design

Educational Credentials:

Harvard University, Master of Architecture January 1974 Pratt Institute, Bachelor of Architecture, 1972 New York Institute of Technology 1967-1968

Teaching Experience:

1982-1999 - Professor, Assoc. Prof, Visiting Prof., Yale University 1984-1987 - Visiting Professor, Cooper Union 1980 Visiting Critic, Univ. of Illinois at Chicago Circle, Sch. Of Arch, 1977-present - Guest Critic, Columbia University

Professional Experience:

George Ranalli Architect New York, New York , January 1977 - Present Warren Gran and Associates, Brooklyn, New York, February 1975- February 1976 Max O. Urbahn and Associates, New York, New York, October 1973- February 1976

Licenses/Registration:

Registered Architect, State of New York, October 1986 Registered Architect, State of Connecticut, May 1993 N.C.A.R.B.: National Council of Architectural Registration Boards Certification, July 1989

Selected Publications and Recent Research:

SARATOGA: George Ranalli, 2009 ORO Editions, San Rafael, California Oculus, Journal of the American Institute of Architects New York Chapter, October 2005 "An uneasy alliance: Architecture as an art and business", p.33 Architecture, February 2004 On the Boards, George Ranalli, Architect Saratoga Community Center, Brooklyn, NY p.41 CASAS internacional #57: George Ranalli 1998 Kliczkowski Publisher, Buenos Aires, Argentina

Professional Memberships:

American Institute of Architects

Web Links www.GeorgeRanalli.com Name: Seth P. Roye Adjunct

Courses Taught (Two academic years prior to current visit): AES 23200 Survey I: History of World Architecture ARCH 61200 Survey I: History of World Architecture

Educational Credentials:

BA History Vassar College, 1998 MS Ed Bank Street College of Education, 2002 MArch The City College of New York. 2010

Teaching Experience:

Social Studies Teacher: New York City DOE, 2000-2007 Graduate Student Instructor: Spitzer School of Architecture City College of New York, 2008-2010 Adjunct Instructor: Spitzer School of Architecture, City College of New York, Fall 2010

Professional Experience:

Intern: System Architects, April- August 2008 Junior Architectural Designer: Rick Kramer Architects, 2010-present

Licenses/Registration:

Registered for NCARB Intern Development Program

Selected Publications and Recent Research:

N/A

Professional Memberships:

New York Architectural League

Name: James S. Russell, FAIA Adj. Professor

Courses Taught (Two academic years prior to current visit): Arch 51356, "Developing Communication Skills

Educational Credentials:

BAED, University of Washington, 1976 M. Arch Columbia University, 1980

Teaching Experience:

Teaching at Pennsylvania State University, 1986-1987 Adjunct Assistant Professor, Columbia University, Graduate School of Architecture Planning and Preservation, 1998-2006

Professional Experience:

Architect with Bohlin Powell Larkin Cywinski (now Bohlin Cywinski Jackson), Philadelphia; Proposition Architecture, New York City; James Stewart Polshek and Partners (now Ennead Architects); New York City, Cooper Eckstut Associates (now two firms), New York City, 1980-1987 Editor-at-large, Managing Senior Editor, Senior Editor, *Architectural Record* magazine, 1998-2006 Architecture Critic, Bloomberg News, New York, 2004-date

Licenses/Registration:

New York

Selected Publications and Recent Research:

Hundreds of stories for Bloomberg and Architectural Record Editorial advisor to Oculus and E-Oculus, quarterly magazine and bi-weekly electronic newsletter of the New York chapter of AIA The Agile City: Building Well Being and Wealth in a Climate Change Era (Island Press, May 2011)

Professional Memberships:

American Institute of Architects

Name: Julio Salcedo-Fernandez, Assoc. Prof., LEEP AP F/T Associate Professor

Courses Taught (Two academic years prior to current visit):

ARC 51200 Architectural Management
ARC 85600 Architectural Management
ARC 1.2 Design Studio
ARC 47100 Design Studio
ARC 1.4 Design Studio
ARC 53100 Cross Pollinations – History / Theory

Educational Credentials:

Rice University	9/1988- 5/1992	B. Arts in Architecture	5/1992
Harvard University	6/1994- 5/1997	M. Arch	5/1997
Universidad Complutense	1990, 1992	Design Workshops	

Teaching Experience:

Harvard University	2001, 2003, 2004	Adjunct Professor	Architecture
Syracuse University	Fall 2004, spring 2005	Associate Professor	Architecture
Univ. European, Madrid	2006	Visiting Professor	Architecture
Univ. of Pennsylvania	2006	Adjunct Professor	Architecture
Cornell University	2007	Adjunct Professor	Architecture
MIT	2004, 2005, 2006	Invited to teach	Architecture
Critic at Harvard, Yale, Princet	ton, Penn, Columbia, MIT, Georg	jia Tech, U Toronto, UPR,	EUM, Pratt,
Cornell, Syracuse.			

Professional Experience:

Principal: Scalar Architecture, PC, NY, NY. 2001 – Present Associate: Cook and Fox, NY, NY. 2000 – 2001 Senior Designer: SOM, NY, NY. 1997-1999 Project Architect: Rafael Moneo, Madrid, Spain. 1993, 1997 Designer: Machado Silvetti Assoc., Boston, Ma. 1992-1993

Licenses/Registration:

New York Registered Architect 2001 European Union Registered Architect, COAM, 2004

Selected Publications and Recent Research:

Salcedo, Julio. <u>Specific Generic Continuum</u>, Oscar Riera Ojeda Publishers, PA, USA. 2011. 168 Pages. Foreword by Luis Rojo. Essay by Ivan Rupnik.

Salcedo, Julio –co-author. Foreword Craig Konyk. <u>Instability</u>. Princeton Architectural Press, New York. 2007. Pages: 150-176.

Architectural Record, Interior Design, The Architects Newspaper, Frame, Space and Design, Bauwelt, Arquitectura, B-1, Futures, Byggenkunst, Ha, The Globe and Mail, Pasajes, House Beautiful, Europan, AV, Landscape Architecture.

Professional Memberships:

LEED AP, COAM, Young Architect winner- Architectural League, Europan 6 winner, Alpha Rho Chi Medal, Fellow – Real Colegio Complutense Harvard University Name: Daniel Savoy

Adjunct

Courses Taught (Two academic years prior to current visit):

AES 232 – History of Western Architecture I ARCH 612 – Theory and Methods of Architectural History ARCH 651.50 – Design Research Thesis Preparation AH 249-01 – Italian Renaissance Art AH 197-04 – Art of the World II AH 197-03 – Art of the World II Art 105 – Lectures in Italian Renaissance Art

Educational Credentials:

Ph.D. 2008, The Institute of Fine Arts, New York University M.A. 2002, B.A. 1999, Florida State University

Teaching Experience:

Assistant Professor of Art History, Manhattan College, 2010-present Adjunct Instructor of Architectural History and Theory, The City College of New York, The City University of New York, The Bernard and Anne Spitzer, School of Architecture, 2009-2010 Adjunct Instructor of Art History Adelphi University, Department of Art, Spring 2010 Adjunct Assistant Professor of Art, Vassar College, Department of Art, Fall 2008

Professional Experience:

Academic Year Graduate Intern, The J. Paul Getty Museum, 2001-2002 Graduate Intern, The Museum of Modern Art, New York, Summer 2000 Graduate Intern / Assistant Internship Coordinator, The Peggy Guggenheim Collection, Venice, Summer 1999 Undergraduate Intern, The Corcoran School of Art / The Washington Area Lawyers for the Arts, Spring

1998

Independent Researcher, The National Museum of Natural History, Smithsonian Institution, Spring 1998

Licenses/Registration: N/A

Selected Publications and Recent Research:

<u>Venice from the Water: Navigating Architecture and Myth in an Early Modern City</u> (London: Yale University Press) (forthcoming). "Palladio and the Bay of San Marco" (in progress). "Temporalities of Myth in Early Modern Venetian Architecture" (in progress)

"Temporalities of Myth in Early Modern Venetian Architecture" (in progress)

"Le iscrizioni sulla facciata di San Michele in Isola," <u>Arte Veneta</u> 65 (2008), 132-137. Review of Lillian Ray Martin, "The Art and Archaeology of Venetian Ships and Boats," Comitatus 33 (2002), 213-215.

Professional Memberships:

Society of Architectural Historians Renaissance Society of America

Name: Markus Schulte, PE Adj. Professor

Courses Taught (Two academic years prior to current visit): ARC 521: Structural Engineer to the Thesis Studios

Educational Credentials:

BSc, Structural Engineering, University of Hannover, Germany, 1988 MSc, Structural Engineering, University of Hannover, Germany, 1993

Teaching Experience:

Adjunct Professor, Spitzer School of Architecture, 2007 - present Associate Professor, Chanin School of Architecture, 2010 - present

Professional Experience:

Structural Engineer & Principal, Ove Arup & Partners, New York, NY 1993 - present

Licenses/Registration:

New York Europe

Selected Publications and Recent Research:

Form Optimization of Shell Structures, Book Sony Center, Berlin: Forum Roof', IASS Conference Designing an Umbrella, Deutsche Bauzeitung Support & Resist: Structural Engineers & Design Innovation, Nina Rappaport, The Monacelli Press, NY Structure & Light – Forum Roof, Berlin, Roland Horn, Book, Nicolai Verlag 2000 Banners over Berlin, Peter Rheina, Engineering News Record Grand Canyon, Sara Hart, Architecture Magazine

Professional Memberships:

Structural Engineering Association of New York American Institute of Steel Construction

Link to your website (optional)

www.arup.com

Name: Neal L. Spanier, AIA, LEED AP Adj. Professor

Courses Taught: ARC 512 Professional Management

Educational Credentials:

B.A., The City College of the City University of New York, 1969Construction Management Program, Pratt Institute, Brooklyn, NY, 1970-71M.Arch., Columbia University Graduate School of Architecture and Planning, New York, NY, 1974

Teaching Experience:

Adjunct Professor, The Bernard and Anne Spitzer School of Architecture, New York, NY, 1990-present Instructor, New York City Department of Buildings, Code Training for Plan Examiners, 2007 Instructor, Mt. San Antonio College, 1982-83 Instructor, Don Bosco Technical Institute, 1981-82

Professional Experience:

Principal, HOK Architects, New York, NY, 2006-present Principal, Technical Director, AHSC Architects, Tarrytown, NY 1995-2006 Head of Production, W.N. Bodouva & Associates, New York, NY, 1995 Senior Associate, Eliseo Bostwick Purcell Architects, Portchester, NY 1991-95 Vice President, Design Collaborative Inc., White Plains, NY 1987-91 Consultant to Liebman Liebman Architects, New York, NY, 1984-87 Private Practice, 1979-87 Manager of Architectural Services, Leisure Technology Corporation, Westwood, Ca. 1978-79 Associate, Jack Allen Charney Architects, Beverly Hills, Ca. 1974-77

Licenses/Registration:

Current – New York NCARB Certified Inactive licenses – California, Florida, Illinois, New Jersey, Pennsylvania Initial registration – California

Selected Publications and Recent Research:

New Patient Pavilion, Harlem Hospital, New York, NY Replacement Hospital, University Medical Center of Princeton at Plainsboro, New Jersey New Cancer Center, Ohio State University Medical Center, Columbus, Ohio

Professional Memberships:

United States Green Building Council The American Institute of Architects Construction Specifications Institute National Fire Protection Association New Jersey Healthcare Facilities Management Society Name: Martin Stigsgaard Adj. Associate Professor

Courses Taught at City College (Fall 2010-Spring 2011):

AES 11100, Design Communication Studio I AES 12000, Design Communication Studio II

Educational Credentials:

M. Arch., University of Washington, 1998 B. Arch, M. Arch, Royal Academy of Fine Arts, 1996 Foreign Studies Program: Puntarenas, Costa Rica, 1993

Teaching Experience:

The City College of New York, 2010-2011 Royal Academy of Fine Arts, 2005-2006

Guest Critique:

Pratt Institute, New York - guest critic, Spring 2007 and fall 2010 City College School of New York - guest critic, 2007 - 2008 - 2009 Denmark's International Study Program, Copenhagen, Denmark - guest critic & lecturer, 2005 Royal Academy of Fine Art, Copenhagen, Denmark - Guest Professor & lecturer, 2005 Royal Academy of Fine Art, Copenhagen, Denmark - Guest Professor & lecturer, 2002 California Polytechnic University Pomona, Los Angeles, Competition Juror and guest critic, 2000 Woodbury University, Los Angeles, CA - Visiting critic, 2000

Professional Experience:

Voorsanger Associates, 1998-2004, 2005-2011 PLUSarchitecture, 2005-2006

Licenses/Registration:

Denmark and most EEC countries

Selected Publications and Recent Research:

New Weather Group; art collective with various exhibitions and articles, 2006-2011

Professional Memberships:

Name: Elisabetta Terragni F/T Assoc Prof.

Courses Taught (Two academic years prior to current visit):

ARCH 61002 Visual Studies, 3675 section EG -Representation in Architecture.
ARCH 62100 Arch. Design Studio2, 2135 section EP -Rus in Urbe -CCNY MLA-M-arch. joint studio.
ARCH 35100 Design Studio1, 0046 section PT-Two single family houses.
ARCH 51357 Visual Representation: Ecologies and Tectonics-with professor Denise Hoffman-Brandt.
ARCH 62100 Arch. Design Studio 2, 1941, section EP-The Library: Between Repository and Interchange.
ARCH 61000 Visual Studies1, 2123 section 3EG-From Diplodocus to Roman Bath.
ARCH 35100 Design Studio1, 0049 section PT – Urban Infill Housing.
ARCH 61000 Visual Studies 2, 2006 section 3EG-Seeing and Looking through.
ARCH 74100 Arch. Design Studio 4, 2025, section ET-IN(to the)WOOD: a fox in town.
ARCH 35100 Design Studio1, 0039 section PT . A nest for dreaming a shelter for imagination.

Educational Credentials:

Dottore in Architettura Facolta' di Architettura Politecnico di Milano, 1986,

Teaching Experience:

Associate Professor at Anne and Bernard Spitzer School of Architecture, CUNY, 2008-Professor in Museography at Politecnico di Milano, School of Architecture, 2004-2008 Assistant Professor at the Federal Institute of Technology (ETH), Zurich, 1997-1999

Professional Experience:

Giuseppe Terragni Study Center and Archive, Como, (Italy) Head Archivist, 1990-2004 Principal of Architecture Studio, Terragni Architetti, Como (Italy) 1993-2008

Licenses/Registration:

Italy - European Community (EU)

Selected Publications and Recent Research:

Research and project to transform a Former Military Base in Albania, into a Cold War Museum, 2011-"Tunnel RE-Vision", Studio Terragni Architetti /Jeffrey Schnapp / Filmwork / Gruppe Gut. Publication of the Trento Tunnels Project at the 12a Mostra Internazionale di Architettura, Milan, 2010; "In the Shadow of Children in Flower," [on the Altavilla school] in: <u>Domus</u>, 912, March 2008; Phaidon Atlas of 21th Century World Architecture 2008; [on the School of Altavilla 2008 and the Green House in Cernobbio 2002].

Professional Memberships:

Ordine degli Architetti della Provincia di Como, n. 825

Link to website:

www.terragni.eu

Name: Albert Vecerka Adj. Associate Professor Courses Taught (Two academic years prior to current visit): ARCH 5138 Architecture and Photography ARCH 6312 Architecture and Photography ARCH 51306, Architectural Photography 2 ARCH 63116, Architectural Photography 2 **Educational Credentials:** BS in Architecture '97, City College of New York **Teaching Experience:** Adjunct Professor, City College of New York, 2004-present Adjunct Professor, Cooper Union School of Continuing Education, 2008-present Adjunct Professor, Parsons School of Design, 2000-2001 **Professional Experience:** Architectural Photographer, (Represented by Esto since 2002) 1998-present Selected Clients: Alexander Gorlin Architects American Institute of Architects Davis Brody Bond Dune Furniture **Fougeron Architecture** Frank Williams **GF55** Hammel Green and Abrahamson Hillier/RMJM IAC Lippincott Mitchell Giurgola Polshek Partnership, Ennead Architects Ralph Appelbaum Associates **RKT&B** Architects Robert A.M. Stern **Studios Architecture** WXY Architects Yale School of Architecture Photo Assistant, 1998-2002 Cabinetmaker, Red River Woodworking and Metrospace Industries Inc, 1993-2000 Licenses/Registration:

Licenses/Registration

Selected Publications and Recent Research:

AIA Journal Architectural Record Architect Interior Design Magazine Metropolis The New York Times Time List of books where photographs appeared available upon request

Professional Memberships:

American Society of Media Photographers http://esto.com/photographer.aspx?id=906

Name: Christian Volkmann Assoc. Prof. F/T

Courses Taught:

3rd Year Design Studio (Coordinator) 4th Year Design Studio (Solar Decathlon) Construction Technologies 1 Construction Technologies 2 Construction Technologies 4 (Acoustics part) Integrated Building Systems (Elective)

Educational Credentials:

Technical University, Berlin, Germany Swiss Federal Institute of Technology (ETH), Zurich Switzerland;. (M.Arch.)

Teaching Experience:

Rhode Island School of Design; 2002 – 2008 Cranbrook Academy of Art (Visiting Prof. in Residence); winter 2005 City College of New York; 2005 - current

Professional Experience:

aardvarchitecture LLP. NY; 1998 – current; Principal Selldorf Architects LLC. NY; 1997-1999; Project Manager M.Campi & F. Pessina Architetti FAS, Switzerland; 1992-1997; Project Manager J.P.Kleihues, Berlin; 1987-1988;

Licenses/Registration:

Dipl. Arch. ETH, Switzerland Registered Architect, New York State

Selected Publications and Recent Research:

'Der große Uni-Wettbewerb' (Solar Decathlon 2009 Critique),
Bauwelt 46.2009, pp. 14-21, Bauverlag BV GmbH, Berlin; 12/2009
'A View from the Top', The Images Publishing Group; 6/2008
'Details for Living', Stephen Crafti, The Images Publishing Group; 10/2007
'150 Great Loft Ideas', Loft Publications/Harper Collins Design; 9/2007
'The Ultimate Urban Makeover', Stephen Crafti, The Images Publishing Group; 2/2007
'Park Place', Jeannie Rosen, pp. S20-24 Interior Design, New York; 9/2006
'Small Space, Big Style' (episode 405), HGTV Feature, 'Deep Focus' Apartment; 8/2006
'Connotative scene', Space magazine, Binfen Publishing House, Beijing, China; 4/2006

Professional Memberships:

Society of Building Science Educators (SBSE)

Name: Bretaigne Walliser Adj. Lecturer

Courses Taught:

ARCH 62000 Design Studio 1.1 ARCH 62100 Design Studio 1.2 AES 242 History of Architecture – World Survey AES 232 History of Architecture- World Survey AES 212 History of Architecture- Built Environment ARCH 35201 History of Architecture - Contemporary ARCH 61000 Visual Studies

Educational Credentials:

CUNY City College, M. Arch 1, 2010 U.C. Berkeley, B.A. Rhetoric, 2001

Teaching Experience:

Adjunct Professor, CUNY City College 2010-present GSI, CUNY City College 2008-2010

Professional Experience:

Designer, Berman Horn Studio, New York 2010-present Intern, Studio Terragni, Italy/ New York 2009-present Intern, System Architects, New York 2008-2009

Licenses/Registration:

n/a

Selected Publications and Recent Research:

The Forest for the Trees: Reading between the Lines in Kengo Kuma's Architecture, 2011

Professional Memberships:

The American Institute of Architects

Name: Sean Weiss Adj. Lecturer

Courses Taught: N/A

Educational Credentials:

B.A., Vassar College, 1997 M.Phil., Graduate Center, City University of New York, 2007 Ph.D. Candidate, Graduate Center, City University of New York

Teaching Experience:

Adjunct Lecturer, C.W. Post College, 2005 Adjunct Lecturer, Hunter College, 2007 Adjunct Lecturer, New York School of Interior Design, 2009

Professional Experience:

N/A

Licenses/Registration: N/A

Selected Publications and Recent Research:

"The Empire's New Veil," *Log* 16 (Spring/Summer 2009): 133-142. "Building Review: Specters of Industry: Adaptive Reuse in Paris as Industrial Patrimony," *Journal of Architectural Education* 63, No. 1 (October 2009): 136-140. "Book Review: Andrew Saint, *Architect and Engineer: A Study in Sibling Rivalry*," *Casabella* 782 (October 2009): 102-103. "Engineering, Photography, and the Construction of Modern Paris, 1857-1911" (Forthcoming Ph.D.

Dissertation, Graduate Center, City University of New York)

Professional Memberships:

College Art Association Society of Architectural Historians

Name: David Weissman

Courses Taught:

Aesthetics Cities and Urban Life

Educational Credentials:

BA, Northwestern University, 1957 MA. University of Chicago, 1959 Ph.D. University of London, 1962

Teaching Experience:

City College of New York, 1965-present Hebrew University of Jerusalem, 1998-99 State University of New York, Stony Brook, 1983-85

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:

Cities, Real and Ideal, Frankfurt, Ontos Verlag, 2010 *Styles of Thought*, Albany, NY, SUNY Press, 2008 *The Cage*, Albany, NY, SUNY Press, 2007 *A Social Ontology*, New Haven, Yale University Press, 2000

Professional Memberships:

American Philosophical Association Metaphysical Society of America The City College of New York School of Architecture Urban Design and Landscape Architecture

Visiting Team Report

Bachelor of Architecture (5 years)

The National Architectural Accrediting Board 22 February 2006

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

The School enjoys remarkably collegial relationships among faculty, administrators and students, marked by a spirit of can-do enterprise in the face of minimal resources. The scheduled move to a new building within the next two years is eagerly anticipated by the entire school community and will provide room for the expanded graduate program. Despite the fact that most students are employed outside the School for thirty plus hours per week, they manage to produce a generally high level of work; this is particularly evident in the category of comprehensive design. Two of the thesis projects from last year were particularly strong, one of which won a national NASA competition and is slated for production by NASA within the coming months.

A faculty that consists mostly of practitioners has also led to a high level of technical accomplishment in student projects. It is particularly noteworthy that the School tackled all of the unmet conditions and student performance criteria from the previous accreditation visit and all of those that are within the faculty's control are now well met; to address the remaining deficiencies the Dean has been working aggressively to obtain additional resources through fundraising and other sources. Since the previous visit private giving has enabled the School to offer enrichment activities such as a strong visiting lecture series, and to bring in visiting faculty of significant accomplishment.

During the Team's discussions about the areas of concern identified on this visit, it was clear that the Dean and faculty are prepared to tackle them with the same energy and commitment applied to the previous VTR. The team also recognized that two of the unmet conditions, Studio Culture [3.5] and Self-Assessment [3.2], are new, and that the School has begun to address them. The Public Information condition [3.3] was met with the old wording in the College Catalog, which has a long lead time for publication, but is now being changed; the School is also adding the correct wording on the College's Website. Nonetheless, at the time of the visit these conditions were not met.

Team members uniformly lauded the energy, enterprise, and engagement of the entire School community. The team remarked more than once on the general success at operating what the College President described as "a flagship program" on a shoestring budget.

2. Progress Since the Previous Site Visit

Condition 6, Human Resource Development

Previous Team Report: There appears to be insufficient funding available to support faculty development (e.g., computing skills) and research support. No policy exists nor are programs in place to support the development needs of junior and adjunct (part-time) faculty.

Efforts have been made to give tenure track faculty members release time from teaching in the years leading to tenure so that they will have time to work on their scholarship; computer facilities are now available to faculty. Two faculty members have been appointed College Distinguished Professors. Faculty members must compete for scarce funds to attend conferences, but evidently there is some funding available now. Dean Ranalli has assembled an alumni council to begin fundraising for these and other needs.

Condition 9, Financial Resources

Previous Team Report: This criterion is marginally met. Recent improvements and commitments from the central administration are encouraging. Notwithstanding, there remain concerns regarding the availability of operational support and flexibility in hiring part-time and

visiting faculty. The team is particularly concerned with a lack of sustained and systematic funding available to the program.

This condition is again not met. The significant commitment of resources for the School's new facility is promising, however the operating budget remains inadequate, disbursed irregularly and without sufficient time to plan for the next semester. Progress has been made in gaining some flexibility for hiring part-time and visiting faculty, and plans are underway to engage in more fundraising.

Criterion 12.13, Environmental Conservation

Previous Team Report: There is insufficient demonstration of this requirement. *This criterion, now encompassed in criterion 12.15, Sustainable Design, is now met.*

Criterion 12.14, Accessibility

Previous Team Report: Insufficient demonstration of this requirement. This criterion is now well met.

Criterion 12.29, Comprehensive Design

Previous Team Report: The "Thesis" projects demonstrate exemplary work by graduating students and illustrate the thoroughness and high accomplishment of the School's instructional methods.

The 2006 team found the same high level of design work in the thesis and other studios, but problems in the categories of research and writing.

3. Conditions Well Met

- 13.8 Western Traditions
- 13.9 Non-Western Traditions
- 13.10 National and Regional Traditions
- 13.16 Program Preparation
- 13.17 Site Conditions
- 13.28 Comprehensive Design

4. Conditions Not Met

- 2 Self-Assessment
- 3 Public Information
- 5 Studio Culture
- 10 Financial Resources
- 13.1 Speaking and Writing Skills
- 13.4 Research Skills
- 13.26 Technical Documentation

5. Causes of Concern

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.

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

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syllabi cannot substitute for clear and concise statements in the syllabi, explaining when and how each criterion is addressed in the course.

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.

Not Met

4

Met

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel. Met Not Met

[X] [] Architecture is described by the College administration as one of two flagship programs. Since the previous visit, the program has been on a course of steady improvement. Architecture students enroll in a variety of courses throughout the College, and students from elsewhere do enroll in a few courses in the School. History faculty members have worked with faculty from the English Department in the Writing Across the Curriculum Program to develop assignments with students in the history survey sequence in the past year. The absence of on campus dormitories limits social interactions with students from other department and schools, but this will be remedied when the first of a series of dormitories is erected. Many students expressed excitement about these dormitories. There are informal contacts with other parts of the College, and distinguished, internationally prominent faculty such as Marshall Berman from elsewhere in the system now teach in the graduate program in courses that are available to B. Arch students. Architecture students are involved in School committees and in governance at the College level. Faculty members have made efforts to develop common and clearly stated requirements and equitable grading policies for courses including studios.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

 $\begin{bmatrix} x \end{bmatrix} \begin{bmatrix} 1 \\ 1 \end{bmatrix}$ This condition is met with some reservations. Other parts of this condition are well met. The student body is extremely diverse, and there was considerable evidence that faculty and students celebrate and benefit from this diversity. The relationship between students and the faculty is collegial, and students reported that even when adjunct faculty are at work in their offices, they make time to help students who sought assistance. Faculty not only respect students, they are inspired by their energy and talent. Students however reported a concern about personal counseling and career placement assistance, both for part time and for post-graduate employment. Students urgently requested an in-school placement center.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met Not Met
[X] []

This condition is met with concerns. While it seems there is some exposure to IDP requirements in the fifth year, there are none in the earlier years where it would be beneficial. Many students seem to be asking for earlier exposure to an understanding of professional licensing. Students expressed a desire for a career office or counseling program to assist with questions related to IDP and licensure. A discussion of professional conduct and ethics is included in the syllabus of Arch 51200, Professional Management, and marginally covered in exams. No statistics are provided on professional exam performance or licensure of graduates.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[x]	[]

The program in New York City exists in one of the richest environments in America for architecture, architects, students and faculty. The diversity of the program reflects the broad cultural diversity of the region's population in the student body and faculty. Students are taught by full-time and part–time adjunct faculty. Most of the full-time faculty maintain their own firms or work for local firms. Adjunct faculty members are local practitioners of varying disciplines, who are available to the students every week. Local and national guest lecturers present to faculty and students on a regular basis. Since the last visit, the program has added two distinguished visiting faculty members per year. Many students work for local firms during the summer and part time during school terms.

Since the last visit the school has invigorated the alumni association which now includes current students and recent graduates. Members of the association are very enthusiastic about the progress the program has made since the last visit. Members of the association also serve on the College advisory boards. Alumni eagerly hire graduates of the program. The program could take advantage of this emerging association by linking alumni and local employers to students through some kind of mentoring program. A strong alumni program can serve as part of the catalyst for a sound development program.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met Not Met [X] []

Met

Not Met

6

The first portion of most design studios includes a significant analytic phase that conceptualizes the problem to have a critical attitude toward the synthetic phase to follow. The accumulated knowledge gained in these analyses gives the graduates of the school a set of skills that will allow them to practice architecture in an ethical and responsible manner enhancing and protecting the environmental, social, and cultural interests of the community. This is particularly evident in the fourth year studios. The third year studios assign projects based upon detailed community studies of New York neighborhoods developed by the CCAC, engaging students directly in the community's social, environmental and cultural concerns.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

[] [X] The involvement of faculty members, students and alumni in program self-evaluation was not adequately demonstrated. Anecdotal evidence of faculty engagement in self-assessment during faculty meetings was presented to the team, these discussions were not documented. Students seemed unaware of the School's self-assessment processes and of their potential participation in these processes. The School does not have any standardized mechanism for gathering student feedback about the program. The elected student representatives were also not participating in program self-assessment. A select group of alumni, including recent graduates, provide feedback through the Dean's advisory council, but this too was not documented.

Not Met

Met

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

[] [X] The College Catalog (in both print and electronic forms) does not use the current correct required language from Appendix A, but rather the language from the 1998 Conditions and Procedures. No equivalent of the required statement is available on the School's Web site. The School does provide the student performance criteria on its Web site.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met Not Met
[X] []

The extraordinary diversity of the student body with its strong characteristics of mutual support and respect is truly remarkable and is evident at every level of the School. However, the same diversity is not apparent among the tenured and tenure track faculty in design. Despite the large percentage of female students, there are no tenured or tenure track female design faculty. Greater diversity is apparent in terms of race and ethnicity among the faculty. Among adjunct faculty, length of employment and level of appointment have led to male faculty receiving higher salaries than the female faculty, both in terms of per-hour wages and overall salaries. For the school to grow and prosper, the Team also noted that all salaries must remain competitive, including at the administrative level.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met Not Met
[] [X]

7

We found no evidence of a studio culture policy produced by students and faculty, nor evidence of implementation, maintenance and of abiding by it. The faculty drafted and approved a policy, but the students were unaware of it and did not participate in formulating it.

6. Human Resources
Not Met

Not Met

Not Met

8

Met

Met

Met

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

[x] [] Six years ago, the previous visiting team noted that this condition was marginally met, with inadequate staff for the slide library, library and computing. The situation has changed only with one half-time person in the slide library, which is still inadequate. It is also troubling that a tenured faculty member is responsible for computer maintenance and the maintenance of the shop. This limits their own time for research and scholarship, as well as teaching. The policy for TAs is also not clear.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

There has been some effort to reduce teaching loads for adjunct and junior faculty, but there is
still inadequate funding for faculty and student development, such as travel, research, scholarship
and educational travel with students. There is still no policy that clearly outlines opportunities for
faculty development. Faculty are eligible for sabbaticals, but the level of support is so low that
faculty are unable to avail themselves of the opportunity unless they receive significant outside
funding, although we understand that this is governed by union contracts.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

[X] [] This condition will be met when the entire program moves to completely renovated facilities in the "Y Building" within two years. All involved, from the President to the School administration, faculty and students eagerly anticipate moving to the new facility. In the meantime the Program is functioning in a beloved old structure which needs constant care. Several of the suggestions from the last visit are still problematic: some pin ups still occur in hallways; heating and ventilation is sporadic; floor coverings are damaged in some studios; and much of the studio furniture is long past useable life. Consideration should be given to the furniture and equipment needs in the new building. Data wiring in the building and wireless service is very spotty. Students cannot access some of the support peripherals and the digital slide library.

Currently two faculty members have the part-time responsibility to maintain hardware and software. This situation falls short of providing quality support to faculty and students, especially during deadlines when everyone is plotting and printing. The program should consider hiring dedicated IT personnel to both maintain hardware and software and to keep the program operating at an appropriate level. The library is

still in the same location and often inaccessible due to a non-functioning lift. Refer to further discussion on the Library in article 6.

The wood shop has been equipped with a complete dust vacuum system since the last visit.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[]

This criterion is met with significant concerns. The staff of both the library and the slide library is superlative and has provided enormous support to faculty and students. The slide library has begun an ambitious program to develop a digital image archive, and one history faculty member has also donated a significant amount of her time to help in this process. The exemplary staff is not supported by adequate financial resources. The slide library requires additional funds to maintain and expand its new digital archive. The most significant problem is the erratic budget for book acquisition in the library, which amounted to less than \$43,000 over the past four years. The library needs a stable and higher budget to maintain an adequate collection to support faculty and student research at the upper division and graduate level. Students also found it difficult to conduct library research with the limited open hours.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met Not Met
[X] []

9

This criterion is still marginally met. The College has managed to provide a salary pool for adjunct faculty that in significant measure helped transform the School in the relatively short time period of six years. But irregular, late and inadequate funding for operation hampers rational planning, and funding made available or withdrawn with little notice further complicates efforts to put the School on a sound financial footing.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that

afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[]

Not Met

Met

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

[X] [] The school advertises the M. Arch as a first professional degree. This may be misleading to students who think they are enrolling in an accredited first professional degree.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

	Met	Not Met
	[]	[X]
The ability to listen and speak effectively was evident in the studio presentation	ns of all ye	ars; a
comparable level of ability in reading and writing was not evident.		

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met Not Met [X] []

This criterion is minimally met. The graduating students, as evidenced from their studio work, possess visual critical skills that are both informed and creative. However, from the evidence of the required fifth year thesis it is obvious that the students do not possess adequate critical writing skills to be leaders in today's competitive professional world. Evidence of ability in critical writing was also not present in the earlier years except at a very beginning level in the history classes.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met Not Met
[X] []

The first two years are spent doing hand drawings, and students are required to keep a sketchbook and encouraged to maintain it to record the design process. Computer graphic skills in 2D representations and 3D models were demonstrated in subsequent years.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met Not Met

Not Met

Met

There is not a minimally adequate level of written research in any architectural courses. There is research in the studios that is presented in visual documentation, making it possible to infer its presence in coursework from the projects of some, but not all, students. Highly directed research in the early years, beyond precedent studies, is not leading to an ability to accomplish the same among students in the last year, when they must define and pursue the research themselves.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

[X] [] This criterion was well met, especially evident in the second and third years. Initial formal exercises carefully conceived to introduce complex processes in an easily assimilated manner. Abstract exercises the first and second years produce work of genuine high quality while forming a useful foundation for architectural design. Diverse formal ordering quality is consistently sustained at a very high level throughout the design curriculum, despite the increasing complexity of program and technical systems.

13.6 Fundamental Design Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

	Met	Not Met
	[x]	[]
ly in the second third and fourth years		

This criterion was well met, especially in the second third and fourth years.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met Not Met
[X] []

Precedent studies are done in teams, and the first two years include students who plan to follow the track of architecture and others who follow the landscape track; site analyses are also done as teams.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them Met Not Met

[X] []

Not Met

Met

This criterion is well met at a high level with considerable creativity in how the material is presented to students and how they are tested.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

[X] [] This criterion is well met through the World Architecture course, which primarily addresses Asian and Islamic architecture.

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition.

Met	Not Met
[x]	[]

This criterion is well met in the first year course on the built environment of New York, and it is supplemented by precedent studies in upper level courses.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects Met Not Met [x] []

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Met	Not	Met
[X]	[]

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This criterion is marginally met, because it can be inferred from student work and anecdotal information that the criterion is addressed informally in studios. There was a single reference to reading in one studio sequence, but it needs to be addressed more directly and comprehensively in coursework and therefore stated in the syllabi.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

Met Not Met
[X] []

This criterion is marginally met. The student body is enormously diverse, providing the basis for addressing this criterion fruitfully. However, while it could be inferred from some student work, particularly regarding children, the elderly and the physically impaired, it was not systematically addressed and present in syllabi for any required coursework.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met Not Met

This is met in the second year studio, and in fourth and fifth years; and is a requirement for the thesis project.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

wici	1101	IVICI
[x]	[[]

This criterion was met in syllabi and coursework in the third through fifth year studios, and it was also apparent in several thesis projects.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met Not Met

The School is consistent in its fulfillment of this requirement, which is well met, at an increasing level of complexity; it is especially evident in the fourth year.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met Not Met [X] []

This condition was well met from the second year forward; the program's treatment of site is one of the best that team members have seen anywhere.

13.18 Structural Systems

Not Met

Met

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

[X] [] Structural systems are introduced as a factor early in the curriculum, in the first and second years, and are a constituent part of the formal exercises in an integrated manner. As formal complexity increases, the structural implications parallel the formal, often driving the systematic development of form. Detailed structural development appears in the third year.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Met	Not Met
[X]	[]

Course and studio work demonstrates clear understanding of the "basic principles and appropriate application." There are examples of student work in Arch 47301 which demonstrate the relationship of these systems to each other, but evidence of understanding these principles was not present in all studio projects.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress Met Not Met [x] []

Somewhat in 3rd year projects but more often in 4th and 5th year projects there is a basic understanding of building egress. This is evidenced in the projects in the team room with regard to location and number of stairways and exits. The regulatory environment and a discussion of codes is a component of required course Arch 51200, Professional Management. A requirement of Thesis Studio 1 is an analysis of life safety systems, including number and location of exits and sectional studies relating to story limits, and there was evidence of fire rated construction, etc., in the construction courses.

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met Not Met
[X] []

Course and studio work demonstrate a solid understanding of the basic principles and appropriate application. The materials' sequences cover these subjects adequately. Student drawings and models demonstrate a good understanding of how to apply various envelope systems in the design process. Models and drawings of wall and roof systems are done very well.

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met Not Met

14

[X] []

Coursework forms a solid basis for understanding these systems. Coursework and exams address all of these systems, except for communication and security systems. Some studios and some students demonstrate varying degrees of applying these principles in design work. More examples of the application of building service systems would demonstrate a more thorough understanding of how to apply these systems.

Building Systems Integration 13.23

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design Not Met

[X] [] The sequencing of the construction, structural, and mechanical courses and the design studio is good and the attempt to align studio and technical systems is appropriate.

13.24 **Building Materials and Assemblies**

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

> Met Not Met [X] []

Met

The materials and construction course sequence introduces the principles of applying construction materials products components and assemblies, including related issues of sustainability. The fourth year design studios deal with their correct application.

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

> Met Not Met [X] []

This is minimally met; Arch 51200 is the main course covering this topic. No student work was evident with the exception in the final exam. The final exam had several references to different types of cost estimating. Life cycle costing and simple payback was evident in Arch 47301. More evidence of classwork on these topics could demonstrate greater understanding of the relationship of cost to design.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Not Met Met [] [x]

This criterion is not met because there is no evidence that students have the ability to write outline specifications. However the ability to make technically precise drawings is well met. Beginning in the first sequence and continuing through the last, students are required to explore various documentation medium. Examples of free-hand and drafted pencil and ink drawings are a welcome inclusion in the pedagogy. Hand-built wooden models are well done and the quality and complexity of these increases throughout the

Not Met

Not Met

16

Met

Met

years. Computer generated work is rigorously pursued and demonstrated. A wellequipped wood shop and dedicated faculty member in charge are credited with the opportunity the shop offers to students.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

[X] [] Third and fourth year studios bring visitors into the studios as clients to introduce problems and serve on subsequent juries. This fulfills the educational need to understand the role of the client in the practice of architecture. As described by the Dean and Chair of the program, these clients have included the NYC housing authority the director of a country library, and a middle school principal among others. Other exposure to client issues includes mandated lecture series with practicing architects discussing the client's role, voluntary participation in the CCAC where students meet with clients and community groups, and discussion of ethical responsibility of the architect as it relates to the client in the required professional management course. Because the Visiting Team had to dig to acquire the relevant information, the School is encouraged to document how this criterion is fulfilled each year in each studio when relevant.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability Met Not Met

[x] []This criterion is well met in the fourth year studio sequence, where students demonstrate the ability to analyze a program, and to develop it into a detailed design project; they also look at the building from a larger to smaller scale, where the study of the infrastructure is shown, especially of building envelope and structure. In addition a course in building systems is being taught in parallel, Arch 47301, which is quite extraordinary.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

[x] [] Students are exposed to architecture as a profession in the required fourth year course 51200. As part of this course, guest lectures cover marketing and the architectural selection process among other important topics. Various AIA contract documents are discussed and tested on as are various studio/office organizational structures and project delivery methods.

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and

mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met Not Met

Not Met

Not Met

Met

Met

In the required fourth year course, 51200, the syllabus covers legal definitions of various practice organizations, such as partnership, corporation etc., financial management, including a discussion of multipliers and various methods of project delivery, including design build, at risk cm, etc. Sample tests including some completed ones cover questions dealing with liability issues and methods of resolution including arbitration. There was no evidence seen of a discussion of newer issues such as the effects of globalization, outsourcing and diversity on current architectural practice, nor did it appear in the syllabus or in the tests.

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

	[X]]
This is met with concerns; it is covered in the Professional management course w	vhich i	s a fifth	year
course, and there is only one test question on it. (See also comments at 1.2 and	1.3)		

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

 $\begin{bmatrix} x \end{bmatrix}$ $\begin{bmatrix} 1 \end{bmatrix}$ Although the required course on Twentieth century architecture and urbanism does address this to some extent in the syllabus, it does not appear in the student work. Anecdotal information indicates that the fourth year studio addresses this, but it was also not visible in the syllabus or in any other supplemental information; while the team recognized the difficulty of documenting this in studio work and inferred its presence in the curriculum from the student meeting and course content in the 3rd and 4th years, it should be documented in syllabi other than the 20th century architecture course.

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws Met Not Met [x] []

This is met with respect to all categories except historical preservation laws, and there was not much evidence on accessibility laws.

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Met	Not Met
[x]	[]

This condition is met with coursework in ARCH 514: Professional Management. Anecdotally, students report that issues of professionalism are dealt with by the practitioner-faculty throughout the studio sequence.

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2005 City College of New York Architecture Program Report:

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 (the current 1 and 9 train lines). 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 including Shepard Hall in which the School of Architecture, Urban Design and Landscape Architecture is currently housed.

The College pioneered in providing an excellent education for all 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 "flag-ship", 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, decision 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.

Despite (or perhaps because of) major political, social and educational challenges, the University and the College remain strong and committed to their traditional roles of providing an excellent education to any and all who deserve it.

2. Institutional Mission

The following text is taken from the 2005 City College of New York Architecture Program Report:

THE COLLEGE'S MISSION, consistent with that of the City University, is to provide an excellent education to a broad range of students. Following is the body of the College's mission statement:

The City College of New York: Its Mission, Vision and Goals, and Strategies The historic model of urban mission colleges, the City College of New York was established in 1847, a time when educational opportunities were constrained by socioeconomic status, culture, religion, and race. CCNY's founding mission, designed to counter these historical barriers, became the country's first such public institution of higher education. The College pioneered in providing an excellent education for all with the ability and motivation to meet rigorous academic requirements. As the College matured, its mission incorporated research programs that came to rank among the best nationally and internationally. The current mission statement of the College reflects 158 years of commitment to this history:

Mission of The City College of New York

City College's mission emphasizes access and excellence in undergraduate and graduate education and research. Requiring demonstrated potential for admission and a high level of accomplishment for graduation, the College provides a diverse student body with exceptional opportunities to participate in creative intellectual pursuits. The College is led by a faculty committed to the advancement of knowledge and the guidance of students in the attainment of rigorous academic goals.

The College offers a broad range of baccalaureate degrees in the arts and humanities, natural sciences and social sciences, architecture, education, engineering, and biomedical science. Undergraduate programs include significant coursework in the liberal arts and sciences. Distinguished graduate programs at the master's and doctoral levels, and a concomitant dedication to scholarly research, complement the College's commitment to excellence in undergraduate education.

As a national and international model of excellence in public higher education, CCNY pledges to perpetuate and enhance: its status as CUNY's flagship campus in the sciences, engineering and architecture; its signature programs in the creative arts and humanities; its prominence in doctoral programs in clinical psychology, engineering, and the sciences; its role as CUNY's lead institution in sponsored research; its worldrenowned research centers; its dedication to public and community service programs with emphasis on urban areas; its commitment to the interdisciplinary teamwork that enhances its distinguished history in innovative scholarship.

Over one hundred and fifty years of regional, national, and international prominence testify to CCNY's successful realization of its founding mission and the abiding investment of the people of the City and the State of New York in the advancement of that mission.

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The Vision and Goals of the City College of New York

The College's vision is based on over 158 years as a model of access and excellence in higher education. This Plan is intended to provide the foundation through which this vision, restated in current terms, will be realized:

- **In all programs**: Standards will be commensurate with the College's stress on high quality based on objective assessment methods. Educational programs will be founded on student-centered learning experiences that nurture a diverse student body and respond to the needs of both traditional and nontraditional students.
- **In undergraduate education:** The design of undergraduate programs will reflect their role in intellectual development as well as preparation for successful professional lives.
- In the arts and humanities: The College will support the signature programs that provide students with unique and exceptional opportunities in these subjects.
- In the social sciences: The College will support programs that prepare students for careers in social services, the law, and the foreign service.
- In science, architecture, and engineering: These programs will function at a level commensurate with national recognition for the flagship status that has been accorded them by The City University.
- **In education programs:** The College will have a lead role in the education of teaching professionals and in initiatives that help ensure access by New York City's high school graduates to City College's programs.
- In biomedical education: The Sophie Davis Biomedical Program will continue to bring highly qualified City College students into the medical profession.
- **In graduate education:** City College's preeminence in the doctoral programs in engineering, clinical psychology, and the sciences will continue.
- **In research:** City College will invoke standards for faculty participation in research appropriate to its mission and will maintain a lead role in CUNY's sponsored research. The duality of its dedication to research and to teaching will be integrated into opportunities for undergraduates to participate in modern research activities.
- In interdisciplinary programs: Teaching and research programs across departmental lines will be promoted by policies that encourage creative interdisciplinary concepts and administrative structures that recognize the legitimacy and the importance of such programs.
- In enrollment management: The College will maintain a rich diversity of students, orienting recruitment and retention programs toward students whose diversity, interests, and qualifications match CCNY's mission and reflect the College's academic priorities.
- **In student services:** City College will be known for efficient, timely, supportive responses to the needs of a diverse student body whose success in college often requires support systems beyond the direct classroom experience.
- In technology: Graduates of CCNY will have the technical skills that prepare them to function at high levels in an age dominated by technology; CCNY faculty will have the equipment, facilities, and development programs that will enable them to use technology for their teaching and research; CCNY staff will be equipped with technology required for modern business operations and training programs to help them remain current; the CCNY community will enjoy the benefits of effective

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communication through the use of modern technology.

- **In facilities**: The CCNY environment will be noted for safe, aesthetic, functional facilities that enhance teaching, learning, research, and social interactions, and that projects a positive image of the College.
- In business services: Processes will ensure the accurate and timely transactions required for the efficient internal operation of the College and for the required accountability systems to CUNY, and to city, state, and federal government agencies.
- In faculty and staff relations: The environment provided to employees will promote mutual respect among members of the College community and encourage creativity and dedication to work for the betterment of the College.
- In continuing education: The College will provide certificate and other nondegree programs that serve the community and provide opportunities to pilot new educational programs.
- In community relations: The College will be known for its advocacy of resolving workforce and environmental issues in the College's neighborhoods, and for how CCNY can serve its community.
- **In public relations:** The image of the College will be enhanced through systematic and aggressive publication of its importance and its achievements.
- In funding: the CUNY administration will have initiated a new funding model that rationalizes CUNY's promotion of flagship programs; CCNY will have increased private funds at a level that will help the College achieve its goals. Every facet of this vision is recognizable in the College's existing strengths. Our confidence in this plan comes from the improvements that can build on the foundations of: our outstanding faculty; standards that are enrolling students whose academic potential matches the College's mission; recent favorable publicity about the College; widespread acceptance that successful institutions set goals and prioritize resource allocations; support from the Dormitory Authority of the State of New York for improving the College's facilities; a supportive and dedicated alumni; and an administration committed to continuing City College's reputation as a standard of excellence in public higher education.

3. Program History

The following text is taken from the 2005 City College of New York Architecture Program Report:

AFTER.ITS FOUNDING in the School of Engineering in 1961, first as a small intradepartmental 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. It provided a general education while fulfilling the requirements for a professional degree. In June of 2000, the School's name was officially changed by the College to 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 1998, the School had an ambiguous status as a division of the College of Professional Studies under deans David Bushier 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 by Lance Jay Brown in 1999.

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 in the Spring of 1998. That search was concluded in May 1999 and resulted in the appointment 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. The name change was voted on and approved by the School's faculty on November 11, 1999.

The School currently offers: 1] the Bachelor of Science in Architecture after the successful completion of an eight-semester curriculum; 2] the Bachelor of Architecture, the first professional degree, after the completion of an additional two semesters; 3] the Bachelor of Science in Landscape Architecture, after the successful completion of the eight-semester program; 4] the Masters of Architecture I, the first professional degree, after the completion of the six-semester program, 5] the Masters of Architecture II, for students with a previous professional degree in architecture, after the completion of the three-semester program, 6] the Masters of Landscape Architecture I, the first professional degree, after the completion of the six-semester program, 7] the Masters of Landscape Architecture II, for students with a previous professional degree in landscape architecture, 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.

In 2002, after years of preparation and planning, the School established two graduate architecture programs and named Andrew Zago, a nationally recognized architect, as director of the two programs. Now, in its third year, the Masters of Architecture I program, is poised for its first matriculation.

From their beginnings, the Urban Design and Landscape Architecture Programs have been directed by prominent practitioners. Jonathan Barnett, who initially, directed the graduate Urban Design Program was succeeded by the prominent urban designer 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. Most recently, the accomplished landscape architect Achva Benzinberg Stein became the first director of the School's two newly established graduate Landscape Architecture Programs

4. Program Mission

The following text is taken from the 2005 City College of New York Architecture Program Report:

WHILE ITS LANGUAGE has been modified over the years, the underlying principles of the School's mission have remained the same. The School continues to be committed to providing outstanding professional programs to a broad and diverse student population and to an investment in civic partnerships that seek the creation of a

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sustainable global community. The following mission statement is reflective of these same values and the School's recent name change.

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."

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

5. Program Strategic Plan

The following text is taken from the 2005 City College of New York Architecture Program Report:

ONE OF THE main causes of concern expressed in the Team Visit Accreditation Report of 2000 was a general lack of resources and discretionary funding for the School of Architecture, Urban Design and Landscape Architecture of City College. The School is pleased to report that, thanks to the extraordinary support of the College President and the University Chancellor, and in large part as a result of the team's report, its general operating budget has increased to five times the amount of the School's budget at the time of the Visiting Team Accreditation visit, growing from approximately \$53,500 in 1999 to \$270,000 in 2004-05. The total tax levy budget of \$3,065,961, which is primarily salaries, has increased over 50% since the last visit, when it was \$2,046,822. Both of these increases represent a sustained and systematic budget allocation. In addition, several fundraising events have raised a significant amount of money, which forms part of the Dean's Discretionary Account. This money funds our lecture series, symposia, exhibitions and other public events, which in turn expand our community outreach, and give the School a significant public face that was not so evident in the years before the last accreditation visit.. The:-School of Architecture, Urban Design and Landscape Architecture, in conjunction with the School of Engineering, has also hosted a fundraising event in alternating years, which has been extremely successful. Discussions for the next event (2005-06) continue this tradition.

This year saw budget increases that represent a systematic and consistent institutional support necessary to rebuild the School after years of adverse conditions. In addition to general budget assistance, City University has initiated a differential tuition fee for all graduate students in the School. The money from this differential tuition will be received directly by the School. This year increased enrollment generated funds as a result of initiatives from the Office of the Dean at the School of Architecture, Urban Design and Landscape Architecture, as well as the strong support of the administration of City College, the Chancellor and the Vice Chancellor of City University.

Over the last four years, the School has embarked on pedagogical, professional and technical re-evaluations of its goals and aspirations for the education of architects. One of the most significant developments of these discussions was to move the School into a more direct relationship with professional practice and the processes of building, while retaining its strong mission of commitment to the community and the city fabric. This was not only a shared institutional vision with faculty but it is the history of the School itself.

New adjunct faculty have been very helpful in realizing this goal over the last two to three years, and it has been supported by the senior faculty as well.

Over the last five years, we have had five retirements of senior tenured faculty, which has left space for new tenure-track faculty positions. Professor Andrew Zago was appointed as director of our new Master of Architecture programs, and one new tenure-track faculty member, Professor Marta Gutman, was appointed to teach history and theory of architecture. We have also recently filled two tenure-track faculty positions at the assistant professor level: Professors Bradley Horn and Fabian Llonch. The other shared institutional vision has been to realize the need for graduate level education at CCNY, which is now manifest in our new Master of Architecture programs. The City University of New York and the State of New York approved two new architecture programs, a one and a half-year M. Arch post-professional degree and a three-year M. Arch first professional degree. The one and a half-year program opened in fall 2003 and the three-year program began in fall 2004. In addition, two new graduate landscape architecture programs have been approved by CUNY and the State. The three-year M.L.A. program begins its first class in the Fall of 2005.

The development of the Master of Architecture programs has generated more support for faculty development and faculty research. Currently, we have received funding for several of our permanent and adjunct faculty to travel to conferences and to deliver papers. The former chair of the department, Lance Jay Brown sits on many AIA committees and panels, and makes our connections with professional organizations a close and fruitful one. We will continue to identify new funding lines to continue this effort.

Because of increased funding, we can continue to attract excellent level visiting and part-time faculty. One of the most significant contributions from City University has been the identification of two dedicated budget lines for the School to have two rotating Distinguished Visiting Professorships. These are funded at a significant level and enable the Dean to attract nationally and internationally prominent architects, representing a wide variety of approaches and work, to the School on a semester-by-semester basis. In Spring 2004, Malcolm Holzman and Martha Schwartz became the first two Distinguished Visiting Professors. Fall 2004 featured Victoria Meyers and Peter Rolland in these positions, followed by Kathryn Dean and William MacDonald in Spring 2005. Billie Tsien and Michael Webb will be featured in Fall 2005.

Over the last four years, the Dean has attempted repeatedly to encourage regular student and peer evaluations. Both the college administration and the Dean have created a culture in which continued faculty research, publications, and professional activities are essential to the development of the school and the dissemination of that material into the student populations. Faculty accomplishments are given a communal forum in faculty meetings, a fact which has created a collective pride and "esprit de corps": Two faculty members received City University's highest honor in this period, with the support of the Dean and the faculty. Professors Horst Berger and Jerrilyn Dodds were made Distinguished Professors in recognition of their internationally recognized practice and publications.

City College has given the School of Architecture, Urban Design and Landscape Architecture new staff appointments to assist in student advising, information technology and general studies. These new positions have greatly increased student services as well as added to the smooth running of the department itself. These positions were seen as essential to the opening of the two new Master of Architecture programs. We have also assigned some faculty to operate in the role of advisors, in order to provide more personal and comprehensive service to students. Presently, Professor Ghislaine Hermanuz directs advising, and the services offered by Prof. Hermanuz and the two new professional advisors: Sara Morales and Arnaldo Melendez, has transformed the effectiveness of this office for both students and faculty.

We have, in addition, been able to secure complete upgrades of our computer labs, which were seen as deficient and, more specifically, to purchase three additional plotters,

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bringing the total to seven full-size plotters, a color laser printer, and a full studio of iMac laptops, which are distributed to the students on a rotating basis. We are continuing to upgrade and purchase new equipment each semester. This year we purchased 1 CNC Milling Machine and 2 3-D Printers. City University has applied a technology fee to each student enrolled in the system. This money is distributed back to each of the departments to be specifically applied to the upgrade, purchase and maintenance of computer equipment.

One of the criteria identified in the NAAB visit was the physical environment of the School found in Shepard Hall, which would constrict the future growth and other needs of the School. City University is moving the School of Architecture, Urban Design and Landscape Architecture into a newly renovated building on the South Campus of City College. This new facility, the Y' Building, will be dedicated solely for the use of the School. Within the province of the School, it will provide adequate studio space for existing programs as well as the two upcoming Master of Architecture programs and a new Master of Landscape Architecture program. There will be ample space for the library to increase its collection. There will be electronic classrooms, a full exhibition space, lecture halls, enlarged and ADA accessible space, and other public and faculty amenities currently unavailable. In addition, each workstation will be fully wired with state-of-the-art equipment and connected to printer and server rooms on each of the two studio floors. The project is at a 100% construction document level, the demolition contract has been awarded and construction is scheduled to follow late this summer.

Shepard Hall has been fully wired to the Internet and to the printer stations in the computer labs. We have appointed a faculty member who has completely revamped the mission of the shop and created courses to accompany student participation in shop activities. In our new building, the shop will be fitted with state-of-the-art equipment including a CNC laser cutter. This machine will enable students to develop ideas about form and design on the computer and execute them directly into a 3D model.

City College has attempted to work with the School in responding to deficiencies in the physical attributes of the facilities in Shepard Hall. The complete wiring of the building, including faculty offices, has been accomplished and has been expanded to other spaces in the building. The Provost's office directly subsidizes all the licenses for professional software. The college has provided additional security for all studio spaces and there will be a card-access system in the new building, which is included in the completed Construction Documents. Additional security guards have separated and secured the areas dedicated to the School. There has been a significant effort to fix and repair studio spaces and to repair or replace broken stools and desks. The Gallery has been integrated into the physical plant as part of student experience as well. Under our current rotating Gallery schedule, many of the slots during the year, especially in the fall term, are allocated for exhibitions of students' work. This year featured work from the second year and third year undergraduate studios, thesis and the new 1st year Master of Architecture student work.

Regarding a concern for environmental conservation and basic principles of sustainability, the School has been diligent in responding to this issue. Concepts of sustainable design have been formally introduced into the Architecture programs curriculum. Starting with third-year studios, ARCH 35100 and ARCH 36100, students are required to investigate and report on precedents that embody principles of design sustainability. Environmental principles of sustainability are reinforced in UL 35301, Site Technology, a required course in the program. Students in fourth year studios, ARCH 47100 and ARCH 36100, also investigate and report on precedents involving sustainable design and are required to reflect their understanding in the assigned studio design project(s). Thesis students, in studio courses ARCH 51100 and ARCH 52100, are expected to respond to and incorporate principles of design sustainability in their thesis design projects. These principles are reinforced in seminar discussions in ARCH 51200, professional management. The School of Architecture, Urban Design and Landscape Architecture at City College was featured in an exhibition entitled:

Assignment Green: A Survey of Eco-Design Education in New York, 2003[°] which was held at the Municipal Arts Society in New York City. In a review in Architectural Record Magazine in May 2003, City College was cited as providing the most thought-provoking green projects undertaken by students. We continue to expect faculty to develop new studio requirements to assure this material is included. We now have a sponsored, annual competition for creative solutions to ADA problems.

In summary, the School of Architecture, Urban Design and Landscape Architecture at City College has dealt with the deficiencies cited in the NAAB Report in the most serious and direct fashion. The School, under the direction of the Dean, George Ranalli, has received significant institutional support from the College and the University at large as well as outside contributions and grants. This support is most manifest in the increased levels of budget development and also in the significant contribution of a new \$58 million facility for the School, currently scheduled for construction in 2005-07 and scheduled to be occupied in the 2007 academic year. This report specifically attends to the request from NAAB for the description of efforts to remediate deficiencies and expand these areas substantially. Of course, the School has continued to develop the highly visible public lecture series, overseas programs, gallery exhibitions of professional architecture and continued program and faculty development. The School is in good spirits, with a highly energized faculty and hardworking student body. The work each year has developed and grown tremendously and it has received significant accolades for its competence and quality. Student prizes have included first prize for two consecutive years of the Eleanor Allwork Award, Sponsored by the New York Chapter of the A.I.A. and in competition with other major schools of architecture in the New York City area. An individual student in the program won first prize in a 2005 national AIAS design competition. He was also a part of a team of four students from the program who took first prize in the 2005 AIAS design competition for a visitor's center. In both cases students were competing against schools of architecture in the U.S and Canada. These are significant achievements that speak to the level of education being delivered at The City College School of Architecture, Urban Design and Landscape Architecture.

Strategies for Achieving the College's Academic Goals.

Since academic programs are the foundation of the College, the three most important goals are: 1) to establish and maintain academic programs aligned with the College's mission and goals; 2) to recruit and retain students who will benefit from the College's programs; and 3) to recruit and retain faculty who are committed to the College's mission.

The strategies required to meet these goals include:

- Providing the programs, services and facilities that are required to ensure that the College remains attractive and accessible to the diverse student body that has been the historical beneficiary of a CCNY education.
- Providing the level of services required to recruit and retain high quality faculty.
- Establishing the criteria for flagship programs and premier programs, providing a reasonable timetable for achieving that recognition, and determining the enhancements required to meet the criteria.
- Establishing and maintaining requirements for admission and graduation in each program that correlates with the role of those programs in the College.
- Focusing on effective teaching and co-curricular activities commensurate with an aggressive pursuit of a teaching-learning environment that matches the goals of excellence in educational programs. Ensuring that allocations correlate with the priorities established by the College's strategies.

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Appendix B: The Visiting Team

Team Chair, Representing the ACSA Diane Y. Ghirardo, Ph.D. 1223 Wilshire Boulevard, #1010 Santa Monica, CA 90403 (310) 453-0337 (310) 453-0177 fax dianeghirardo@yahoo.com

Representing the AIA Michael J. Stransky, FAIA Gillies Stransky Brems Smith PC 375 W. 200 S., Suite 100 Salt Lake City, UT 84101 (801) 521-8600 (801) 521-7913 fax MSTRANSKY@GSBS-PC.COM

Representing the AIAS Grant E. Ullrich 202 N. Race Street Apt. 307 Urbana, IL 61801 (847) 738-5288 mobile gullrich@uiuc.edu

Representing the NCARB Diane Cho Maryland Board of Architects 500 N Calvert Street, Room 308 Baltimore, MD 21202-3651 (410) 333-6322 dcho@cbhassociates.com

Observer Thomas Beeby Hammond Beeby Rupert & Ainge 440 North Wells Street Suite 630 Chicago, IL 60610 (312) 527-3200

Observer Hsing-Ming Fung M. Arch Administrator Southern California Institute of Architecture Freight Depot 960 E Third Street Los Angeles, CA 90013 (213) 613-2200 (213) 613-2260 fax ming@sciarc.edu Appendix C: The Visit Agenda

IV. Report Signatures

Respectfully Submitted,

Diane Y. Ghirardo, Ph.D. Team Chair **Representing the ACSA**

Michael J. Stransky, FAIA Team member **Representing the AIA**

Grant E. Ullrich Team member **Representing the AIAS**

Diane Cho Team member Representing the NCARB

Thomas Beeby Team Member

Observer

City College of the City of New York School of Architecture, Urban Design, and Landscape Architecture

Visiting Team Report

Master of Architecture (120 undergraduate credit hours + 108 semester credit hours)

The National Architectural Accrediting Board 2 April 2008

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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City College of the City of New York Visiting Team Report 29 March-2 April 2008

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I. Summary of Team Findings

1. Team Comments

The Team extends its appreciation to the City College of New York (CCNY); President Gregory Williams; Provost Zeev Dagan; the School of Architecture, Urban Design and Landscape Architecture (SAUDLA); Dean George Ranalli; Program Director Bradley Horn; Chair Peter Gisolfi; and Deputy Chair Gordon Gebert for their accommodation and hospitality. Since this visit is to evaluate the conditions for initial accreditation for the Master of Architecture program (M. Arch. 1, the program) the Team has elected to include significant narrative and cross referencing which document the underlying information on which the conclusions are based.

The team has identified the following characteristics related to the program. The Team is unanimous in its opinion that the program proposed for accreditation represents an incredible opportunity to expand the degree offerings beyond the existing and noteworthy B. Arch. program at CCNY.

The location of CCNY in Upper Manhattan provides for positive program characteristics that include:

- Extensive curriculum enrichment,
- · A faculty and guest lecture series incorporating noteworthy practitioners,
- An urban environment employed as "laboratory".

The existing academic SAUDLA environment itself provides;

- CCNY Administration which is enthusiastically supportive of the program,
- A highly collegial student body, faculty, and staff fostering positive inter- and intra relationships,
- Intellectual maturity of the graduate student cohort,
- Emphasis on student research in problem solving,
- A new building facility to be occupied in 2009 which will increase SAUDLA program area by 40%.

These conditions and circumstances are unique to this particular program but would be the envy of any program across the United States. The program has high aspirations, the full attainment of which cannot be expected this early in its development. The following are the challenges in narrative form which embody the conditions and criteria worthy of special mention:

- Eight faculty vacancies exist, but there exist solid and interested candidates for these positions, closure of which is eminent. Because the number is large, these faculty candidates must possess (as a group) design and technical balance and a consistent pedagogy in attitude and mission.
- The program must strategically align itself, and attain buy-in, with the larger CCNY mission.
- The program must advance the comprehensive integration of technical and regulatory issues within the work of the design studios.
- SAUDLA embraces urban design and landscape architecture which provide a noteworthy
 opportunity for interdisciplinary curricula that must be captured.
- The program should strive to reflect the rich diversity already evident in the undergraduate architecture program and CCNY at large.
- The City College Architecture Center (CCAC) represents a community engagement opportunity the potential of which is not fully realized.

- In moving into new quarters within the coming year the program should strive not to displace the collegial environment now existing.
- The program must recognize the importance of development resources to more reliably and predictably fund enrichment activities and opportunities.

All of these circumstances are already recognized by the program and actions are underway in various stages to produce positive outcomes. It is only that the special coincidence in the timing of the Team visit makes it legitimate to mention the critical nature related to their execution.

The Team expresses some concern that last minute faculty changes in leadership for the accreditation visit produced inconsistent APR information, excessive eleventh hour changes, and substantial supplemental information submittals. There was no evidence of "low pass" work and faculty work was exhibited digitally rather than via hard copy. All of this seemed to represent poor understanding of NAAB requirements or a lack of care, either/both of which are difficult to reconcile with the 2006 VTR which spelled out similar shortcomings in detail. Accordingly, this impacted the efficiency of the Team's analysis activities.

The NAAB conditions and performance criteria of note are listed in section 3. Conditions "Well Met", and section 4. Conditions "Not Met". Team commentary concerning same follows that information in section 5. Causes for Concern.

2. Progress Since the Previous Site Visit (2006)

Because the 2006 team visited the school prior to the first student cohort, many courses in the curriculum [see listing below] have not been met. Consequently, there was no course work or student work product to review [in the 2006 visit] for the entire third year of study. This is a usual situation for programs applying for candidacy.

- 1.2 Architecture Education and Students
- 1.3 Architecture Education and Registration
- 1.4 Architecture Education and the Profession
- 1.5 Architecture Education and Society
 - 2. Program Self-Assessment Procedures
 - 3. Public Information
 - 4. Social Equity
 - 5. Studio Culture
 - 6. Human Resources
- 7. Human Resources Development
- 10. Financial Resources
- 13.8 Western Traditions
- 13.9 Non-Western Traditions

- 13.10 National and Regional Traditions
- 13.16 Program Preparation
- 13.23 Building Systems Integration
- 13.26 Technical Documentation
- 13.27 Client Role in Architecture
- 13.28 Comprehensive Design
- 13.29 Architect's Administrative Roles
- 13.30 Architectural Practice
- 13.31 Professional Development
- 13.32 Leadership
- 13.33 Legal Responsibilities
- 13.34 Ethics and Professional Judgment

2008 Visiting Team Assessment: Of the above, the 2008 Team notes that full or partial evidence now exists on which to evaluate all conditions and criteria, and all are met except as noted in section 4 of this VTR.

[Causes of Concern taken from VTR dated September 13, 2006]

A. The School of Architecture, Urban Design and Landscape Architecture should investigate the academic standards of the institution for temporary teaching appointments. It should be determined if it is appropriate to hire graduate students working toward their first professional degree as Instructors in undergraduate courses. While the team understood this practice evolved as a response to accommodating the need for graduate assistantships, it may have unintended consequences with respect to academic integrity.

2008 Visting Team Assessment: This circumstance has been clarified and corrected and in summary it is noted that in no cases do graduate students teach courses in the program.

B. Students raised a concern about the learning objectives of the various studios and whether these objectives were being effectively communicated to visiting faculty. Repetition of project types and different expectations between faculty and students were a concern.

2008 Visiting Team Assessment: This situation has been addressed and efforts are continuing to more fully coordinate a consistent pedagogy and faculty-student expectations. On-going efforts will be required to maintain this progress with the substantial number of pending new faculty hires.

C. The team has concerns that there may not be adequate software licenses for all student software needs.

2008 Visting Team Assessment: The 2008 Team finds that this concern has been eliminated and reports from the program's IT coordinator indicate that all required licensure arrangements are legally met.

D. It is important that the Masters program clearly describe and promote its own identity among the various degrees offered by the school. The students have a sense of how this program is unique but we did not find a clear presentation to the CCNY community that can be used to establish goals for self-assessment of all aspects of the program and its actions. Architectural accreditation is based on the correlation of student performance outcomes with the stated aspirations (identity) of a program.

2008 Visiting Team Assessment: The 2008 Team finds that as the program emerges and evolves this will continue to be a challenge, but the mission text now forms part of a longer statement that is used to describe the goals and vision of the program, which in turn can be better used to measure performance outcomes.

3. Conditions Well Met

8. Physical Resources 13.2 Critical Thinking 13.5 Formal Ordering Skills 13.11 Use of Precedents

The Team commentary concerning Conditions "Well Met" is contained in the body of the VTR specifically as noted in the above page numbers.

4. Conditions Not Met

5 Studio Culture
3.13 Performance Criteria
13.7 Collaborative Skills
13.14 Accessibility
13.16 Program Preparation
13.17 Site Conditions
13.20 Life Safety
13.23 Building Systems Integration
13.25 Construction Cost Control
13.26 Technical Documentation
13.28 Comprehensive Design

The Team commentary concerning conditions "Not Met" is contained in the body of the VTR specifically as noted in the above page numbers. Additionally, important expansion is here included.

Concerning the "Not Met" conditions and criteria the Team notes that these issues generally werenot absent of evidence in totality but rather in NAAB required application or in relationship with other conditions or performance criteria.

For example, Studio Culture at SAUDLA is healthy and dynamic but the condition is "Not Met" largely because the written policy is not crafted in accordance with NAAB requirements. Similarly, of the nine Student Performance Criteria (SPC) "Not Met", eight are related in substantial part to the single issue of integrated design. Accordingly, a concerted effort to establish an integrated design sequence or comprehensive design studio will have the potential to essentially remedy eight SPC shortcomings and the Team recommends favorable consideration of this circumstance. The Team would feel considerably different about this issue if there were evidence that existing program leadership and faculty did not possess the academic and curricula prowess to correct this particular condition in a committed and timely fashion.

The Team believes the foregoing to be important considerations in substantially reducing the adverse conclusions that may otherwise be drawn from simply a numerical tabulation of shortcomings.

5. Causes of Concern

- Timing of action and follow-up to assure comprehensive execution will be important in three areas:
 - 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.
 - 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.
 - 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.

- 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.
- 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.
- 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.
- 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.
- 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.

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II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not	Met
[X]]]

The school and its students and faculty are active in the intellectual life of the City College and have continuing relationships with other institutions in New York City. Faculty and students participate in the governance of the program and the larger institution. The College and the upper administration are very supportive of the program and its needs and identify with the program's CCNY flagship status.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[]

SAUDLA successfully demonstrates a student population that is encouraged to assume leadership roles in academic and professional capacities. By all accounts, the M. Arch. 1 student population is an engaged, articulate and an impressive collection of emerging professionals; an asset to be celebrated by the broader institution. The diverse characteristics of the student body, measured by gender, geographic origin, and prior academic experience are embraced by the program and support an academic environment of sharing and tolerance. The diversity of experience demonstrated by the visiting faculty provides vibrant exposure to the international context of practice and the information needed to shape their future.

Given the diversity of academic experience among the student body, it was echoed through meetings during the Team visit that the program would be well served to find ways to allow students more flexibility within the curriculum, consistent with the rigor demanded of NAAB student performance criteria, such that they may construct their own unique paths through the curricular sequence. Furthermore, the potential of the student body to successfully pursue interdisciplinary and collaborative explorations is an asset to be carefully nurtured and formally developed.

The accessibility of school advising staff and ad hoc advising by faculty members has been affirmed by faculty and students. However, formal career advising is largely missing, and the team has heard that the development of such opportunities would be helpful to strengthening job placement within the graduate program.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

let	Not Met	
X]	[]	

A

Students are uniformly aware of the registration requirements and have knowledge of the IDP process.

1:4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[]

There is strong evidence that a meaningful relationship is fostered between students and the profession at CCNY. SAUDLA attracts a diverse body of students nationally and internationally who value the professional interactive opportunities of NYC. Among the

noteworthy characteristics of the program are the high proportion of faculty who are practioners in the NYC area and the stipulation that all full time/tenured architecture faculty must be professionally licensed. This in turn, infuses the program with an understanding of the profession, and provides significant opportunities for student architectural employment both pre and post graduation. These "real world" exposures coupled with professional practice course work, provide a well grounded environment for a healthy student appreciation of the relationship of architectural education and the profession.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[X]	[]

There is strong evidence that a majority of second and third design studios more recently have actively engaged NYC as a cultural and civic resource. Through the use of the city as both the studio site and a recipient of a variety of cultural programs assigned in their studio exercises, there appears to be an increased awareness of the noteworthy potential of NYC as a global attractor. Given the mission of the school and extraordinary resources of selected faculty and graduate programs within the school dealing with a larger social activism, the M.Arch. 1 program should make a concerted effort to intensify their commitment to this societal interaction.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide Insight into the program's focus and pedagogy.

Met	Not	Met	
[X]	[]	

The internal self review of the APR, the development of the mission statement, and regular review of curriculum issues by the curriculum committee are the most substantial assessment procedures but the results are not uniformly thorough. Progress in achieving the NAAB perspectives is clear and some informal procedures are in place for soliciting student and faculty input into progress. Over time, instituting more rigorous self-assessment procedures will be essential to accurately measuring on-going progress.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not	Mel
[X]	[]

Although the school meets the NAAB requirements regarding the policies and procedures and the dissemination of the current NAAB Conditions for Accreditation, it would be beneficial to sustain a rigorous policy of informing incoming students and new faculty of this information on an ongoing basis.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not	Met
[X]	[ŀ

Although the school meets the NAAB requirements regarding equity and diversity it should continue to be a major priority to increase the diversity among the student and faculty populations within the M.Arch. 1 program. Given the current ongoing faculty search it is highly recommended that this be addressed during the selection process. The success shown dealing within this issue within the B.Arch. program has potential for duplication in the masters program.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Met
[]	[X]

As indicated by the 2006 candidacy team VTR, SAUDLA has included a brief written studio culture policy in section 4.2 of their APR, authored and approved by the faculty in May 2005. While the three sentence policy makes brief reference to the values of optimism, respect, sharing, engagement and innovation, it neither captures nor celebrates the successful and unique culture of SAUDLA. Indeed, the team received comments indicating dissatisfaction with the current policy's ability to represent the success of the student experience, as well as to communicate shared values, attitudes and expectations within SAUDLA. Moreover, it was noted that students were not included in the authoring or approval of the present policy.

Although the APR makes reference to ongoing studio culture efforts, a robust plan for its implementation, maintenance, assessment and revision is neither described nor demonstrated. To its credit, however, SAUDLA has recently engaged the students in a process to revise the policy, and students are eager to collaborate in this endeavor. Such efforts are commended and encouraged.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not	Met
[X]	[]

Although the program relies heavily on part time faculty, most of them are very experienced professionals or very well respected designers. The director of the program and the dean of SAUDLA are both committed individuals who dedicate their time effectively to the program. Support staff are enthusiastic, student/faculty ratios are excellent, and faculty loads are normal. The program director, although untenured, is very well respected and eager to take on all leadership responsibilities.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Vlet	Not Met
[X]	[]

The rich resources of New York City are a distinct advantage for this program. Additionally, faculty and students do have traditional opportunities for some international travel and other development activities.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not	Met
[X]]	1
Current facilities adequately accommodate the program, but new facilities, to be occupied in 2009, will provide for 40% more area and a significant upgrade over the current situation. Based on the near term occupancy of these facilities, this condition is evaluated "well met".

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not	Met
[X]]]

Like all other SAUDLA elements, the architecture library will be moving into an expanded facility, housed prominently within the new building (scheduled to open 2009). This new facility will enjoy improved visibility, accessibility and will nearly triple the space of the current library; thus offering additional computer, stack, and study space. Furthermore, the visual resources collection will be relocated adjacent to the new library facility, offering improved access to both print and visual collections.

The library offers opportunities to borrow resources from within and beyond the CUNY system, while online databases and other digital resources are widely accessible to the student population. Its staff offers comprehensive services to students, including collaborating with the AIAS chapter to provide career resources. Overall, however, concern has been expressed regarding funding and allocation of resources for the growth of the library, while recognizing that ongoing development efforts related to the new building will likely improve this situation. The team encourages growth in this area, particularly as the library moves into its new facility.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not	Met
[X]	[]

Strong central (CCNY) institutional budget control makes information and control of budgets difficult. An arbitrary flow of non-personnel funding leaves the school with uncertain funding from time to time. There is a need to provide better information and institute clear financial strategies, although the school and the program do appear to have sufficient funds to operate. The dean is newly and actively engaged in development activities, which are intended build an endowment to more predictably provide supplemental funds in the future.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure-conformance with the conditions for accreditation.

Met	Not Met	
[X]	[]	

City College (CCNY) is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. CCNY is a part of the CUNY System, which affords multiple opportunities for sharing of resources, faculty, and courses. SAUDLA is an autonomous entity within CCNY and the M.Arch degree program has comparable standing to other professional degrees at CCNY.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[X]	[]

As was originally verified by the 2006 candidacy team and confirmed by the 2008 accreditation team, students enrolled in the Master of Architecture 1 program come to the program with an undergraduate degree and are required to complete 108 credit hours of study broken down as follows: 93 credit hours (86%) of professional studies, 9 credit hours (8%) of professional electives, and 6 credit hours (6%) maximum of other electives. When combined with the admission requirement for the student to hold an undergraduate degree, the curriculum exceeds NAAB requirements.

The team wishes to note, however, that a credit hour minimum for an acceptable undergraduate degree is neither publicly, nor internally available as part of the admissions process. Additionally, the school is encouraged to consider the NAAB requirement to ensure that all students achieve a 45 semester credit hour minimum of general studies (including an undergraduate degree) by 1 January 2015. At the time of this visit, admissions procedures do not verify this condition for entering students.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13:1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Mēt	Not	Met
[X]	[]

The program embodies writing and presentation/communication assignments and there is course work evidence that the M. Arch. student cohort possesses graduate level writing skills. Additionally, in interaction with the visiting Team the students demonstrated articulate speaking abilities.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Met	
[X]	[]	

Evidence exists from class room examples, studio work, and from Team member conversations with students that this criterion is "well met". Appropriate to graduate level work, the program emphasizes, and the students uniformly possess, well developed skills in research, analyses, and decision making, all as an integral whole of critical thinking. Not surprisingly, the paralleling capabilities in Formal Ordering Systems and Use of Precedents are similarly well developed.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not	Met
[X]]]

There exists a concerted effort within the program to address the significance of clear legible graphic representation as a descriptive and important activity within the design studios as well as the required courses. Although there is strong evidence of free-hand drawings, and mechanical drafting throughout, it is highly recommended that digital drawing be more thoroughly integrated within the curriculum of the program to respond to an ever-increasing emphasis on technology within the profession.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

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Met	Not Met
[X]	[]

Research skills are well developed at SAUDLA and specific evidence is found in course work and exams related to ARCH74200 World Architecture, and ARCH73200 Modern Architecture and Urbanism.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Met
[X]	[]

There is clear evidence that the primary representational, compositional and spatial principles that underlie the syntax of architecture are being acquired by the students at a high level. Although more specific attention to urban design would be desirable, the body of work presented shows a clear understanding and students demonstrate a strong facility in this area. This criterion is "Well Met".

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	Not Met
[X]	[]

Significant evidence exists throughout the program that imparting fundamental skills in architecture in general, and design in particular, is a high priority that has produced noteworthy results. Courses in which this merits recognition include all levels of design studio.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met	Not Met
[]	[X]

This criterion is judged "Not Met" principally because there were no design studio project examples whatsoever that demonstrated or identified team efforts in developing the work. Although there was evidence of students being supportive of each other in research activities and the like, the conclusion drawn from studio project examples suggest that design is seen as an independent exercise. The stated intention to become more interdisciplinary with landscape architecture and urban design should be seen as one of the potential vehicles to remedy this condition.

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met	Not Met
X]	[]

Strong and clear evidence exists that this criterion is met in both the sequence of history courses as well as in case studies explored in other subjects.

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met	Not Met
[X]	[]

Strong and clear evidence exists that this criterion is met in both the sequence of history courses as well as in case studies explored in other subjects.

13,10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture; landscape design and urban design, including the vernacular tradition

Met	Not Met
[X]	[]

Using New York City as a laboratory, students are exposed to both national and regional architecture examples and have ample opportunity and encouragement, both class room and extracurricular, to analyze the vernacular and special characteristics of each.

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met	Not	Met
[X]]	1

There is compelling evidence that the use of architectural precedents is a priority in the Design Studios, the Construction Technology course, and in history classes. This research is rigorously undertaken, carefully analyzed, and effectively applied in the development of the student projects. Accordingly, this criterion is "Well Met".

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Met Not Met

15

[X] []

Evidence exists that this criterion is covered and tested for in the history course sequence.

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

/let	Not	Met
[X]	[]

Evidence exists that this criterion is covered and tested for in both history and studio courses.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met	Not Met
[]	[X]

Evidence of an ability to design both site and building to accommodate individuals with varying physical abilities is not uniformly apparent in student work. The course syllabus for ARCH61300 Materials and Construction 1 includes a single lecture which is stated to cover issues of accessibility, in and among a host of other regulatory requirements. Student work, however, does not provide any indication that these issues are systematically or consistently applied throughout the design curriculum, nor are they evident in design work at the *ability* level.

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Met	Not	Met
[X]	[]

Students are formally introduced to concepts of sustainable design through one lecture in ARCH61300 Materials and Construction 1 and one lecture in ARCH 61500 Environmental Systems 1. Evidence suggests that the range of topics covered is narrow and should be both broadened and significantly strengthened to achieve the program's desired focus on sustainable issues.

While course syllabi include minimal sustainable design topics, evidence of student performance is weak relative to the rigor with which students engage sustainable design decisions. A range of related topics, particularly including conservation and reuse of culturally important buildings and sites is largely absent.

The program has indicated a growing interest in promoting sustainable design across the curriculum, particularly within the design studios. The current faculty search is focused on bringing this expertise into the discourse of the school, and such efforts should be commended and continued. It must be noted, however, that student work from the design studio is weak in demonstrating sustained, comprehensive or consistent evidence of the *understanding* of these issues at the scale of buildings, neighborhoods, cities or larger networks.

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria.

Met	Not Met.
[]	[X]

While there is evidence that students are exposed to building program requirements (as provided or generated by others) there is little to no evidence that they are charged with preparing such a document in the detail identified in the criterion. Accordingly this criterion ability is judged "Not Met".

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Met
[]	[X]

Although there is a landscape-type site planning course, there is not evidence that students have the *ability* to incorporate site issues into the design of buildings. Context is sometimes considered, but most often site plans, site sections, and site considerations that would give evidence to the analyses of such context are not exhibited in the design work. Accordingly this criterion *ability* is judged "Not Met".

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Met	Not Met
[X]	[]

The material is fully covered in classroom course work but significant improvement can be made in its design studio application (see also 13.28 Comprehensive Design).

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Met	Not Met
[X]	[]

The material is adequately covered in classroom course work but improvement can be made in its design studio application (see also 13.28 Comprehensive Design).

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met	Not Met
[]	[X]

While there is reference to the exposure of students to this criterion in several course syllabi, the students' comprehension application of the issues as measured by the content of mid-term and final exams of these courses and/or incorporation of such understanding in studio work is weak to non-existent. Accordingly this criterion *understanding* is judged "Not Met".

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met	Not Met
[X]	[]

The material is adequately covered in classroom course work but considerable improvement can be made in its design studio application (see also 13.28 Comprehensive Design).

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met	Not Met
[X]	[]

The material is adequately covered in classroom course work but considerable improvement can be made in its design studio application (see also 13.28 Comprehensive Design).

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Met.	Not Met
[]	[X]

While there is marginal evidence that this material is covered in class work, the higher standard of *ability* and the regular and consistent absence of evidence of its integration into building design as represented in studio design work, renders the criterion "Not Met" (see also 13.28 Comprehensive Design).

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Met	Not	M
[X]]]

Students are clearly exposed to the *understanding* of materials and assemblies in course work, but do not give evidence of such in design work. Improvement can be made in design studio application. (see also 13.28 Comprehensive Design).

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Met	Not Met
[]	[X]

The Team room evidence was weak to non-existent that this is as comprehensively covered as the criterion language demands. The only discussion of cost was a per-square-foot calculation in very elementary fashion. No evidence of fundamental cost estimating, schedule of values, life-cycle costs, or similar issues are evident in any course work or studio. Accordingly this criterion *understanding* is judged "Not Met".

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met	Not Met
[]	[X]

Students prepare some speculative technical drawings as a part of case studies, but there is no evidence that they are required to consider technical drawing, materials, details, or specifications for their own design work. Accordingly this criterion *ability* is judged "Not Met".

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met	Not	Met
[X]]]

There is clear evidence that the needs of the client/owner/user are accommodated in the work of the design studios. Projects emphasize the resolution of client/owner/user variables as well as the overall experience of the building, which collectively contribute to the success of the design solution.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Met	Not Met
[]	[X]

At this stage in the development and evolution of the M. Arch. 1 program the evidence is weak to nonexistent that the classroom exploration of technical issues (Building Systems Integration, Structural Systems, Environmental Systems, Building Envelope Systems, and Building Materials and Assemblies) and code regulatory requirements (Life-Safety) are uniformly incorporated in the work of a single, or series of, comprehensive design assignments. The need to develop this comprehensive *ability* is absolutely essential in preparing prospective architects for real-world professional assignments. The Team does not see this as mutually exclusive from the investigation of design theory or exploration of poetic architecture, but rather an issue of the simple integration of all elements required of built architecture.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met	Not	Met
[X]	[]

Course evidence exists that this is both covered and tested for *understanding* in the professional practice class.

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Met	Not	Met
[X]	[]

Evidence was found that this is creatively embodied in, among other references, a student assignment related to all/most aspects of architectural practice in preparing for a hypothetical interview response to a prospective project RFP.

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met	Not Met
[X]	[]

Although this is identified as covered in only one course, evidence exists as to its adequacy in instilling *understanding*.

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Vlet	Not Met
[X]	[]

Overall, there is indication that the M.Arch. 1 students collectively understand the importance of their graduate education, are pro-active in terms of making recommendations to strengthen the curriculum, and are conscious of the role of the architect as a potential contributor to society. As a result of an outstanding all-school and internal graduate lecture series the students are exposed to leaders within the profession as role models. In addition, there is clear evidence that the program aspires to a more contemporary and ambitious exchange of ideas, which is vital to developing leaders among the student population.

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Met	Not Met
[X]	[]

The subject material is identified in several course syllabibut the evidence is weaker that it is comprehensively tested for in student assignments and/or exams.

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

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Met	Not Met
[X]	[]

The subject material is identified in several course syllabilish but the evidence is weaker that it is comprehensively tested for in student assignments and/or exams.

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 City College of the City of New York Architecture Program Report.

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 (the current 1 and 9 train lines). 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 including Shepard Hall in which the School of Architecture, Urban Design and Landscape Architecture is currently housed.

The College pioneered in providing an excellent education for all 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 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. It provided a general education while fulfilling the requirements for a professional degree. In June of 2000, the School's name was officially changed by the College to 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 1998, the School had an ambiguous status as a division of the College of Professional Studies under deans David Bushier 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 by Lance Jay Brown in 1999.

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 in the Spring of 1998. That search was concluded in May 1999 and resulted in the appointment 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". The name change was voted on and approved by the School's faculty on November II, 1999.

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 Bachelor of Science in Landscape Architecture, after the successful completion of the eight-semester program (to be phased-out by Spring, 2008); 4] the Masters of Architecture 1, the first professional degree, after the completion of the six-semester program (the subject of this submission to gain accredited status), 5] the Masters of Architecture 2, a non-accredited second professional degree program, after the completion of the three-semester program, 6] the Masters of Landscape Architecture I, the first 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.

From their beginnings, the Urban Design and Landscape Architecture Programs have been directed by prominent practitioners. Andrew Zago, a nationally recognized architect directs the Master Program in Architecture. Jonathan Barnett, who initially, directed the graduate Urban Design Program was succeeded by the prominent urban designer 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. Most recently, the accomplished landscape architect Achva Benzinberg Stein became the first director of the School's two newly established graduate Landscape Architecture Programs.

2. Institutional Mission

The following text is taken from the 2008 City College of the City of New York Architecture Program Report.

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 masters 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 values, cultures, languages, religions, and histories other than their own • Demonstrate the creativity, flexibility, and problem-solving ability needed to succeed in the ever-changing 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)

Mission of the School of Architecture Urban Design and Landscape Architecture

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 21 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. This mission was ratified by the School's faculty and endorsed by its Dean on April 7, 2005.

3. Program History

The following text is taken from the 2008 City College of the City of New York Architecture Program Report.

In response to growing demands for advanced degrees in architecture and as a reflection of the school's status as a "flagship" program within CCNY and the only public school of architecture in the city of New York, a decision was made to create a graduate program in architecture comprised of both a six semester, accredited first professional degree program — Master of Architecture 1 — and a three semester, non-accredited second professional degree program - Master of Architecture 2. A related decision was made to create, a graduate program in landscape architecture to replace the four-year Bachelor of Landscape Architecture program which is now being phased out.

A curriculum for the architecture program was created in 2001 and 2002 and was approved by the School, CCNY, and CUNY in late 2002. A national search was conducted for a director. In early 2003, nationally recognized architect and educator Andrew Zago was named first director of the Master Program in Architecture.

The Master of Architecture 2 non-accredited program began in the fall of 2003. The first class matriculated in the fall of 2004. As a post-professional degree program, its mission is to provide students who have a previous professional degree in architecture with the opportunity to deepen their understanding of architecture through advanced studio work and to investigate related areas of interest through other coursework. It is a three-semester program that leads to a Master of Architecture degree.

This program has not run every year since its inception. In response to a relatively small applicant pool — expected for a start-up post-professional program — the program only operates in those years when the admissions committee feels there are sufficiently qualified applicants.

The first class of the Master of Architecture 1 accreditation-seeking program entered in the fall of 2004. This class was beginning its final year last September when the program had its NAAB Candidacy Visit. This class graduated in the Spring of 2007. Three subsequent classes have been admitted with the newest students planning to graduate in the Spring of 2010.

The Master of Architecture 1 program has proven popular - demonstrated by the number and quality of applications the program receives each year. The program has been successful in attracting and retaining good students and looks forward to following their progress as they graduate and make their place within the profession. The range of academic backgrounds and life experiences of the current and recently graduated students have already made a positive contribution to the life and spirit of the school.

4. Program Mission

The following text is taken from the 2008 City College of the City of New York Architecture Program Report.

The Master Program in Architecture is committed to being an integral part of the School of Architecture Urban Design and Landscape Architecture and shares its mission. Additionally, and more specifically, it is committed to the advancement of architecture as

an art form; a primary cultural expression realized within its own evolving critical tradition and within a matrix of social, technological, and environmental factors. Looking beyond the schism separating theory from practice, this program embraces a new potential for professional practice - cognizant of theoretical advances in recent years yet committed to building as the most fertile arena for the critical advancement of architecture. Through its Master of Architecture 1 and a Master of Architecture 2 degree programs, it seeks prepare students for leadership within this emerging new definition of architecture.

This statement has been used in promotional material for the program since 2003. It is currently being reviewed for official adoption as the program mission. We expect that this text, or a close variation of it, will be ratified and adopted by the time of the Accreditation visit.

5. Program Self Assessement

The following text is taken from the 2008 City College of the City of New York Architecture Program Report.

While the Master of Architecture 1 program is a separate entity with an emerging identity 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 the landscape, urban design, CCAC community outreach and other components of the school. Thus, program self assessment is discussed principally from the point-of-view of the School as a whole.

1.5.1 Progress On Each Dimension of Mission Statement

The faculty of the school established after considerable discussion, eleven strategic goals which affect the school's programs. Over the past several years, as a result of review and re-evaluation two goals were dropped as infeasible or inconsistent with the other goals and directions of the school:

Establishing a joint program in interior design; and,

Providing a full schedule of day and evening courses with appropriate support

Three of the eleven goals have been fully realized, but raise other correlate challenges which will be discussed in a later section.

Establishment of several masters degree programs;

Establishment of a masters of architecture program (1st prof. degree) Add a full-time faculty member to lead Building Systems Technology

Pursuit of six of the strategic goals is on-going in large measure because they deal with on-going processes and important conditions which require constant attention and maintenance as well as continuous re-evaluation and possible adjustment: Enhance programs and activities which increase student chances of academic and professional success;

Provide upgrades and proper maintenance of the library and visual image collection;

Introduce digital media into all pertinent school programs and activities; Significantly enhance housing and community development content Upgrade facilities; and,

Increase access through recruitment and pre-enrollment information campaigns.

And a recently added goal

Significantly enhance sustainability content-

This discussion of progress toward these goals truly represents a consensus across the administrators and the majority of faculty in the school. In addition, informal and anecdotal information suggests that there is reasonable consensus across the several constituent groups including students and alumni. However, it is expected that the student and alumni coordinators will bring these issues to the various groups in a more formal manner, and that the advisory council will address the self-assessment process as well. Further facilitation of self-assessment is expected with the projected changes to course and teacher evaluations by students, described elsewhere.

Masters Programs:

The establishment of the Master of Architecture Program along with the graduate landscape program was a major milestone representing the initial fulfillment of two major goals. However, the integration of the Master of Architecture as well as the landscape programs with the five-year architecture program continues to-pose some' welcome challenges and will continue to do so in the near future. The scheduling of faculty and space, coordination of overlapping curricular elements and the development of mutually beneficial influences and relationships is proceeding quickly and well but requires a great deal of thoughtful and careful planning and execution.

Resources:

The level of funding for the school's activities and facilities increased dramatically for a number of years and has now trended to a slower rate of growth. The inconsistency of funds flow and some uncertainty in the budgeting process continues to pose challenges to rational planning and coherent spending patterns. These conditions prevailing in the school have had somewhat less impact on the Masters Program since there has been some special funding earmarked for the graduate programs. Fund-raising efforts currently underway provide significant promise of helping to both increase and stabilize the flow of funding and thus make planning a more effective and meaningful process. The windfalls and special funding opportunities which have arisen from time to time are expected to provide further beneficial but indeterminate opportunities each year

Bringing support services to students

An able student advising and support staff led by a senior faculty member has managed to establish a high level of support to our students. One of the support staff is directly responsible for support of Masters Program admissions and student advising. Tracking and adapting to on-going changes in the student population as well as in the academic and professional environment will continue to be a major challenge. A group in the school consisting of the advising staff, the faculty in charge of advising and the deputy chair are actively working on improving the school's information, analysis, and outcomes in the area referred to as retention". This is driven by the recognition within the school that attrition rates might be a signal of problems or lost opportunities. Also, the state, university and the college are concerned about what are perceived to be high rates of attrition in the university and the college. The working group intends to explore and possibly develop measures of retention which are appropriate to our school's programs and students, examine existing and possibly develop new sources of data relevant to retention, and make recommendations to the appropriate administrators, standing committees for change if needed.

Provide upgrades and proper maintenance of the library and slide collection: Both facilities are now staffed by dedicated and very able personnel. However, the level of funding for acquisitions and replacement material is highly variable and completely inadequate – particularly for the needs of Masters Program students and faculty. An important challenge is to provide a badly needed major infusion of funds to make a dramatic improvement in the collection and to increase the on-going funding on a longterm basis. Just as important is the need to provide staffing for longer hours of access by students. Facilities which are currently wholly inadequate for both facilities will be greatly improved with the move to new School quarters in the near future.

Introduce Digital Media into all pertinent school activities and programs: Great strides have been taken in this realm as a result of generous funding by the college and university for equipment purchases and by the assignment of a trained professional staff person to the school on a permanent basis. The amount of digital resources and services available to Masters Program students such as printing and large-scale plotting are deemed by most to be adequate, though not without problems, particularly when endof term pressures increase. These problems have been addressed for the Masters students by placing plotters and other equipment in the studios for local, direct, and round. the clock access. Public-access high level workstations are in short supply at times and college support for non-professional personnel still need improvement.

Wired network access is available throughout the school including the Masters Program studios as is broadband wireless service. Security and back-up procedures are now adequate and server capacity is improving. Several strategies are being considered including making laptop ownership mandatory. This planning process is on-going and includes a survey of other schools' strategies and procedures as well as consideration of mid- and long-term plans. Software for student use is a problem for which no solution has yet been found, but which must be resolved.

Significantly enhance housing and community development content: Content in this area has been greatly enhanced in five year program as well as in the Masters programs. An elective on housing has been an un-qualified success. In addition the City College Architectural Center has been visibly successful in attracting funding in the past few years, giving it the opportunity to have a real impact on a number of communities in the region. A significant challenge remains in expanding and enhancing beneficial linking of the activities and resources of the center with the courses, faculty and students. This presents some real difficulties in coordinating such things as schedules, skills and objectives.

Upgrade Facilities:

The schools move to a completely re-constructed building on the south campus of the college will, of course, be a major step in upgrading both the amount of available space and the quality of facilities. This move will present the Masters Program and the school with welcome but nevertheless major challenges as well since it will entail a disruption of normal operations, considerable effort to move and an intense and possibly protracted period during initial occupancy of adaptation and adjustment. While the results are likely to be excellent and the improvement and benefits considerable, the effort and disruption will need to be carefully managed so as not to cause undue negative impacts nor an unreasonable burden on the Master Program students, faculty and activities.

The college has provided additional security for all studio spaces though there is ample room for further improvement in this aspect of school operation. There will be a cardaccess system in the new building, which is included in the completed Construction Documents. However, in the existing building, additional security guards have separated and secured the areas dedicated to the School. There is constant effort expended to maintain, fix and repair studio spaces and to repair or replace broken stools and desks.

The exhibit gallery has been integrated into the physical plant as part of student experience as well. Under our current rotating Gallery schedule, many of the slots during the year, especially in the fall term, are allocated for exhibitions of students' work including that of masters' program students. This year was featured work from the

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second year and fourth year undergraduate studios and the ^{1st} year Master of Architecture student work.

Increase access through recruitment and pre-enrollment information campaigns: Recruitment information and pre-enrollment information has been greatly enhanced over the past several years for the graduate programs. These materials require updating on a continuing basis - a cost for which additional and regular funding will be sought through the fund-raising campaign.

Significantly enhance sustainability content

Curricular areas have addressed sustainability in various graduate courses, particularly in site design, building design and final year comprehensive design courses. Several key school faculty have been involved in an effort involving engineering and science faculty to plan and develop a detailed proposal for a joint masters program in sustainability. In parallel with this initiative, the school expects to fill at least one currently open position with a person with expertise in this emerging area. This will provide an important opportunity for the Masters Program to both contribute to and gain curricular components from this important area of concern.

Improvement and expansion of the self-assessment process.

The school recognizes the need to constantly review and re-evaluate these goals within a continuous self-assessment process involving students, alumni and faculty as well as 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 Masters program and the school. 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.

Strengths

The greatest strength of the program is its students. A second strength is the context in which we find ourselves - 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 students' commitment to the pursuit of excellence, their continuing efforts to work hard, often while supporting families 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 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, typically without charge, 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 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.

Of course the faculty represents the stable foundation of the School's programs. Through periods of some difficulty and uncertainty the faculty has remained committed and dedicated to delivering an excellent professional education. Through the recent period

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characterized by more certainty and greater support the faculty forges ahead with innovations and award winning creative initiatives. They build and they publish. In addition, the faculty hires their own students after graduation because they are the very best available in the City.

The Master of Architecture Program is a direct result of the dedication and creative impulse which the administration and faculty have brought to this recent expansive period. Also, the parallel development of a graduate program in landscape architecture, and more support for the urban design program are real strengths for the School, enriching the Master of Architecture students' academic careers by bringing depth and breadth of exposure and experience.

The School's plans for the future remain true to its mission. A great deal of equipment and other digital resources have recently been acquired and the School's facilities are continuing to improve, thereby equaling the facilities offered by most other schools and exceeding many others. The commitment on the part of the State and University to provide nearly \$60 million dollars to construct a new facility for the School, should provide a solid base on which the it can thrive. The new faculty that has recently been hired were chosen because they conformed to the stated needs of the full-time faculty for future growth and development. Hence, we have improved our readiness in the areas of Architectural History, Building Systems Technology, Computer Applications, Design Coordination and necessary leadership in our allied programs that provide the enrichment so valued by all.

The eight positions recently created by retirements provides a major challenge and an important opportunity. The school will need to expend a great deal of effort and apply considerable wisdom to conduct searches which have the maximum positive effect. But it, gives the school the opportunity to reshape its faculty to meet the changing needs of the profession and our students.

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Appendix B: The Visiting Team

Team Chair, Representing the AIA Judsen R. Marquardt, FAIA LMN Architects 801 Second Avenue, Suite 501 Seattle, WA 98104 (206) 682-3460 (206) 343-9388 fax jmarquardt@Imnarchitects.com

Representing the ACSA Brenda Case Scheer, Dean College of Architecture and Planning University of Utah 375 S. 1530 E. Room 235 Salt Lake City, UT 84112-0370 (801) 581-8254 (801) 581-8217 fax scheer@arch.utah.edu

Representing the AIAS Andrew C. Caruso, Assoc. AIA, LEED AP President American Institute of Architecture Students 1735 New York Avenue, NW Washington, DC 20006-5292 (202) 626-7363 direct (202) 626-7472 main (202) 626-7414 fax president@aias.org

Representing the NCARB C.C. Lee, AIA President/CEO STOA/Golemon/Bolullo, Architects 6213 Skyline Dr., #200 Houston, TX.77057-7007 (713) 980-1627 (713) 980-1658 fax (832) 724-7556 mobile cclee@stoaintl.com

Observer Evan Douglis Chair, Undergraduate Architecture Pratt Institute 200 Willoughby Avenue Brooklyn, NY 11205 (718) 399-4307 (718) 399-4332 fax edouglis@pratt.edu This page is left blank intentionally.

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Appendix C: The Visit Agenda

29 March 2008 Saturday

÷	3:00 – 5:00 pm	Team NYC arrivals
	5:00 – 6:30 pm	Team check-in at Hotel Lucerñe, 201 W 79 th St. (at Amsterdam)
	6:30 – 8:30 pm	Team dinner with Dean Ranalli and Director Horn at Scaletta's, 50 W, 77 th St. (near Columbus Ave.) This and all other "Team" events henceforth, also attended by the Observer.
	8:30 – 10:00pm	Team Orientation/APR assessment at Team Chair hotel suite
<u>30 M</u>	arch 2008 Sunday	
	8:00 – 9:15 am	Team breakfast with Dean Ranalli and Director Horn at Hotel Lucerne
	9:30 – 10:30 am	Team overview of team room organization and exhibits – Shepard Hall – Gallery, with Dean Ranalli, Director Horn, Chair Gisolfi, and Deputy Chair Gebert
	10:30 - 12:15 pm	Tour of Facilities with foregoing SAUDLA leadership
	12:30 – 1:45 pm	Team only orientation lunch at Café Largo, 3387 Broadway (near 137 th St.)
	2;00 – 3:45 pm	Meeting with all M. Arch Program students (only) - Shepard Hall - S-101
	4;00 - 6:00 pm	Team only debriefing session - Shepard Hall - Gallery
	7:00 – 9;00 pm	Team only dinner at Kittichai, 60 Thompson St.

31 March 2008 Monday

7:45 – 9:00 am	Team breakfast with Dean Ranalli at Hotel Lucerne
9:30 – 10:15 am	Team entrance meeting with President Gregory Williams and Provost Zeev Dagan in president's office – Administration Building - A 300
1:00 – 12:00 pm	Team entrance meeting with Program faculty only – Shepard Hall – S-101
12:30 – 1:45 pm	Lunch with Dean Ranalli and Program Heads – Private Dining Room = North Academic Center - NAC 3 rd Floor
2:00 3:30 pm 3:30 5:45 pm	Team observation of studios, lectures, and seminars – Shepard Hall Team only debrief; review/correlate APR with exhibits – Shepard Hall - Gallery
6:00 – 7:30 pm	Team reception with faculty, administrators, and alumni – Amsterdam Room – North Academic Center - NAC 3 rd Floor

April 1 2008 Tuesday

8:30 – 10:00 am	Team breakfast with Director Horn at Hotel Lucerne
10:30 – 11:15 am	Team meeting with program administrative staff – Shepard Hall – S-150
11:30 – 12:15 pm	Team only debriefing session – Shepard Hall - Gallery
12:30 – 2:00 pm	Team lunch with select faculty and M. Arch. student representatives – Private Dining Room – North Academic Center – NAC 3 rd Fl.
2:00 – 3:30 pm	Team observation of studios, lectures, and seminars: VTR preparation/drafting – Shepard Hall - Gallery
3:30 – 5:00 pm	Team tour of new architecture building with SAUDLA program leadership
5:00 - 8:30 pm	Team only deliberation and drafting of VTR – Shepard Hall - Gallery
9:00 – 10:30 pm	Team only dinner at Geisha Grille, 33 E 61 st St.

Wednesday April 2

7:30 – 8:30 am	Team only breakfast and check-out of Hotel Lucerne
9:00 – 9:45 am	Team exit meeting with Dean Ranalli, Director Horn, Chair Gisolfi, and Deputy Chair Gebert – Shepard Hall – Chair office
10:00 – 10:45 am	Team exit meeting with President Williams and Provost Dagan – president's office – Administration Building - A 300
11:00 – 12:00 pm	Team exit meeting with students, faculty, and staff – Shepard Hall – S-304
12:00 -1:00 PM	Team CCNY SAUDLA departures

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IV. Report Signatures

Respectfully submitted,

alguna Judsen R. Marquardt, FAIA Representing the AIA Team Chair Brerida Case Scheer **Representing the ACSA** Team member Andrew C. Caruso, Assoc., AIA, LEED AP Representing the AIAS Team member C. C. Lee, AIA **Representing the NCARB** Team member

City College of the City of New York Visiting Team Report 29 March–2 April 2008

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Program Response to the Final Draft Visiting Team Report

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The City College of New York of the City University of New York School of Architecture, Urban Design & Landscape Architecture Shepard Hall - Room 109-C, 138m Street and Convent Avenue, New York, N.Y 10031 Tet: (212) 650-7118, Fax: (212) 650-6566

May 8, 2008

Mr. Judson Marquardt & Via e-mail Ms. Cassandra Pair National Architectural Accrediting Board 1735 New York Avenue NW Washington, D.C. 20006

Ms. Pair and Mr. Marquardt,

We appreciate the time and effort you, the team members, and the NAAB have expended, and are grateful to have this opportunity to point-out several facts pertinent to the team's draft report.

The team's report appropriately referred to the "unfortunate timing" of the visit. For this reason we are taking the liberty of reporting several things which have taken place or have come to completion in the several weeks since the team visit. The search for eight full-time faculty which would full-time long-term assignment of faculty to the program, the on-going drafting with students of a studio culture policy, and development by the new director of a revised studio focus, all were reported to the team as on-going and in general terms but none could be elaborated-on during the visit. However, these have now been realized and therefore we can report them here officially and in detail.

We fully understand the team's concerns and therefore wish to explain our approach – existing and future – to comprehensive design, an aspect of our students' education we take very seriously and have been cited by the NAAB during a recent visit as doing exceptionally well in our five-year program.

Existing Comprehensive Design

Specifically with respect to student performance criteria 13.28-Comprehensive Design and related criteria 13.17-Site Conditions, 13.23-Building Systems Integration, and 13.26-Technical Documentation, in the various non-design courses - methods and materials, structures, mechanical systems, and site design - students are required to further develop, often to a high level of detail and completeness, pertinent aspects (structural system and components, mechanical equipment, building systems, etc.) of the project they are currently working on in the design studio.

The original intent in the masters program of distributing into the non-design courses the design development of structures, site design, mechanical equipment and building systems was to reinforce the importance of these topics in the design process and to infuse the non-design courses and topics with design thinking. We believe this is a viable

approach worth continuing. However we fully agree with the team that it is not sufficient and therefore have put in place for next fall the implementation of an additional strategy – in the form of an entirely revised design course - which is described below.

During the visit the design-related site, structures and building systems student work, including that done on the design studio projects, was not presented with the student design projects hung in the gallery area, but rather was included in the team-room binders for each of the respective non-design courses in which the work was carried-out. While only three examples of student work were shown for each assignment or exercise in the non-design course binders (one each for low pass, pass and high pass) the students in all cohorts have done this work.

Structures 2 - Arch 73400, the second structures course (after statics and strength of materials) – covers wood and steel. Students are required to utilize projects from the concurrent design course, Arch 73100, in which the prescribed building type is habitation. In this design course, students are required to analyze their design studio projects in terms of the structural properties and forms appropriate to wood and steel, and to analyze and design typical components incorporated in or typical to their designs. The aspects of material behavior and properties are addressed directly in the context of their design project solutions. A number of the assignments the students are required to complete are from the design studio projects but were included in the structures section of the Building Systems binder.

Structures 3 – Arch 74400, the third structures course, introduces the design and engineering of reinforced concrete, in which students are also required to carry-out exercises related to structural system analysis and design for the project they are concurrently developing in design – Arch 741 – Advanced studio. The section in the Building systems binder for structures included these design studio-based student assignments which covered some structural detailing at a level that might be considered "technical documentation".

In the building systems course, Arch 61300 – Materials/Construction 1 which focuses on wood and masonry and in Arch 62300 – Materials/Construction 2, covering concrete and steel, the students investigate case studies based on the design project they are developing in the concurrent design courses, 61100 and 62100 - Architectural Studios 1.1 and 1.2 - They are required, where feasible to develop further their design projects in assignments which include such things as case studies, materials selection and the design of details including representative wall sections. Technical documentation skills and building systems integration are represented at an increasing level of sophistication and documentation toward the intended goal of comprehensive design.

Site design - Arch 73500 - a required course, is offered early in the sequence (first semester) so that student's acquired knowledge and abilities can be applied throughout the following design studios. During the first semester, each student demonstrates their ability to deal with site issues, site technology, and documentation of site development

related where feasible to the work in the concurrent design studio, utilizing technical documentation in several assignments. Student design work pertaining to site design, and evidence of satisfactory performance was contained in the binders for the site design course, rather than in the design studio work and since the site work detail was done in the site course, it is shown to a much lesser extent in the design drawings.

With regard to program preparation, student performance criterion 13.16, Professors Raimunde Abraham, Merrill Illam, Mario Gooden and Kathryn Dean, and Kenneth Frampton, at various points in the design curriculum required students to develop programs based on a general 'rubric' such as housing, public art exhibition, public pool, etc. These programs, which were subsequently used by the students to develop complete architectural design solutions, included programmatic and site analysis, inventories of spaces, user requirements and other related elements. Site selection was a component in these projects. The distribution of these requirements across various semesters is such that students in all cohorts would have carried-out a programming exercise at least once in the three year sequence.

New Comprehensive Design and Collaboration Course

To bring the masters program approach to comprehensive design aspects into line with the successfully implemented methods employed in the five-year program, faculty assigned to the masters program will be given maximum guidance and direction to cover comprehensive design commensurate with academic freedom through the entire sixsemester design sequence.

In addition, we have moved quickly to insure that all these learning experiences be consolidated and integrated into a design studio dedicated explicitly to 'comprehensive' design. I, as director of the program, Prof. Llonch, the lead teacher in building systems, and another building systems teacher, Prof. Volkmann, who happens to be one of the newly-hired faculty, and several others developed for the fifth design studio, Arch 85100, a new syllabus which reflects the need to address explicitly and more completely the incorporation of multiple types of knowledge and the exercise and demonstration of the ability to incorporate multiple aspects successfully into the design of a building. To insure success such things as type and size of building and even week to week activities are prescribed. It is important to note that collaboration is an important aspect which has been explicitly included. A copy of that syllabus is attached.

The scheduling of this course in the last year of the program is appropriate from several perspectives. First, students are fully prepared since they have completed all course work related to comprehensive design. Second this course change will effect all students currently enrolled since it takes place in the last year.

As described below, Fabian Llonch has been assigned to teach this re-focused design course in the fifth semester (third year – fall) Prof. Llonch, who will also continue to teach the building systems courses (Arch 61300 and 62300) was a major contributor to this revised and expanded syllabus.

We believe that this syllabus can be feasibly taught by the faculty assigned in the time alotted. We are therefore highly confident that the shortcomings identified will be remedied beginning this fall. Specifically we are certain that we have satisfactorily addressed: 13.7 Collaborative Skills 13.14 Accessibility 13.15 Sustainable Design 13.16 Program Preparation 13.17 Site Conditions 13.18 Structural Systems 13.19 Environmental Systems 13.20 Life Safety 13.21 Building Envelope Systems 13.22 Building Service Systems 13.23 Building Systems Integration 13.25 Construction Cost Control 13.26 Technical Documentation.

Faculty Search

The school has been conducting for the past year a search to fill eight tenure-track faculty positions – an unprecedented number of new hires in a school with only 22 full-time positions. At the time of the 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 David Leven Julio Salcedo Elisabetta Terragni Christian Volkmann June Williamson Carla Rothstein

All eight 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. The CV's can be forwarded to the team or NAAB board if necessary.

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

First Year Second Year Fall Brad Horn David Leven Spring Carla Rothstein Elisabetta Terragni **Third Year**

Fabian Llonch

Visiting Distinguished Prof.

These assignments have been confirmed, will be effective Fall 2008 and will continue into the foreseeable future. These assignments, along with on-going leadership will bring to the program stability, continuity and the demonstrated capability to carry-out both the long-range mission and the immediate task of bringing a more comprehensive approach to our students' design education.

Studio Culture Policy

As reported to the visiting team, students drawn from a standing committee and from two ad-hoc groups have been meeting on a regular scheduled basis starting in fall 2007. Over Six regularly scheduled meetings, convened and moderated by the dean and deputy chair, resulted just after the team visit in a self-selected working group of students organizing to develop a student perspective on studio culture policy. The charge was to replace or expand the current policy adopted by the faculty in the spring of 2005. The student group after careful review of the faculty policy decided that it formed a satisfactory preamble and that a multi-perspective yet more focused statement could be appended. As a result of several formal meetings and a number of working sessions the students presented to the larger student advisory group on April 28th their draft which was adopted with several minor additions.

The deputy departmental chair and students presented the full statement to the faculty at its regular meeting on May 1st. After some discussion it was unanimously approved by the faculty without amendment. A discussion subsequent to approval involved ways in which the new policy would be promulgated and implemented. Means to be implemented beginning in fall include distribution of the statement to all students and a strong suggestion to all design faculty that they present the policy in the first week of classes and encourage and lead an in-class discussion of it. Also, design coordinators will be encouraged to support faculty in their curricular areas to adhere to the policy in spirit and in specific. It was further agreed that the policy would be reviewed annually and updated, expanded or revised as needs dictate. The student- and faculty-approved studio culture policy for the school is attached.

With a new studio culture in place, the addition to the school of eight new full time faculty, long-term teaching assignments made to the masters program, and the implementation of a more intense and better-focused comprehensive design studio, we are confident that the students in the Master of Architecture Program will thrive.

Yours truly, Bradley Horn Director, Masters of Arch. Program

Attachments: Comprehensive Design Syllabus Studio Culture Policy
City College of New York School of Architecture, Urban Design and Landscape Architecture

Master of Architecture 1 Program Architecture 85100 - Architecture Studio 1.5

Comprehensive Design Syllabus Outline To begin fall 2008

The goal of semester 5 of the M Arch 1 program is to integrate the lessons learned in previous studios and technical courses over the past four semesters.

Building Types: Theater, Library, Auditorium, Indoor Pool, Community Center

Program Size: 8,000 - 10,000 sq ft.

Sites: Culturally important and historical sites to be selected from within Manhattan and its surrounding boroughs.

Goals: To take a project through the phases of site selection, programming, conceptualization, schematic design, design development, and selected construction documents. To produce a comprehensive architectural project based on a realistic building program and site. To develop programmed spaces and incorporate structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies along with the principles of sustainability

Schedule

Week 1,2: Site Analysis / Model

Student will form groups and produce a comprehensive set of drawings diagramming site demographics, use groups, relevant history, circulation patterns, transportation infrastructure, micro-climates, solar and wind exposure, topographical features, and urban settlement patterns. Entire class will then collaborate on construction of a shared site model for later testing of building schemes.

Week 3: Program Preparation

Students will individually assess client and user needs, produce an inventory of space and equipment requirements, review relevant laws and standards and assess their implication for the project. This will result in a detailed diagram of program relationships and a written document outlining preliminary program strategy.

Week 4,5: Design Concept

Students will individually produce initial conceptual models, drawings, diagrams, sketches, and prototypes for their building interventions.

Architecture 85100 - Architecture Studio 1.5 Comprehensive Design Syllabus Outline

Week 6,7: Schematic Design

Students will individually create schematic layout of building proposal as it relates to both program requirements outlined in week 4 and site analysis as outlined in week 3. This will include basic pattern of circulation, basic structural logic, HVAC systems, ADA compliance, and first consideration of materials and use. Plans, sections, elevations, models, perspectives, diagrams, and sketches

Mid-Review

Week 8,9,10: Design Development

Students will individually develop their schematic design by incorporating construction materials, structural systems, components, and assemblies, and addressing vertical transportation and other required egress in greater detail. Students will develop basic budget outline for proposed construction. Plans, sections, elevations, models, perspectives, diagrams, and sketches, material and structural details.

Week 11,12,13: Design Integration

Students will individually integrate acoustical, lighting, plumbing, electrical, fire protection, and HVAC systems into their projects with special attention paid to energy use and sustainability. Students will generate detailed wall-sections with special focus on building envelope. Students will re-assess preliminary budget and generate detailed budget outline. Plans, sections, elevations, final model, perspectives, and details.

Week 14: Outline Specifications

Students will work in tandem with Construction Tech course to develop outline specifications for their proposed design.

Week 15: Final Review

A jury is to be convened which includes persons with expertise in the various areas covered in this comprehensive course. The time allotted to the jury should be sufficient to allow ample time for an in-depth review and discussion of each student's final project.

Architecture 85100 - Architecture Studio 1.5 Comprehensive Design

STUDENT PERFORMANCE CRITERIA

The following student performance criteria, as prescribed by the National Architectural Review Board are to be addressed in this course:

Collaborative Skills (7)

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

ADA Compliant (14)

Ability to design both site and building to accommodate individuals with varying physical abilities

Sustainable Design (15)

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Program Preparation (16)

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Site Conditions (17)

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Structural Systems (18)

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Environmental Systems (19)

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

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STUDENT PERFORMANCE CRITERIA (Con't)

Life Safety (20)

Understanding of the basic principles of life-safety systems with an emphasis on egress

Building Envelope Systems (21)

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Building Service Systems (22)

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Building Systems Integration (23)

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Building Materials and Assemblies (24)

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Construction Cost Control (25)

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Technical Documentation (26)

Ability to make technically precise drawings and write outline specifications for a proposed design

Comprehensive Design (28)

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies and the principles of sustainability



School of Architecture, Urban Design & Landscape Architecture

STUDIO CULTURE POLICY

The Faculty Council adopted the following "Policy for a Studio Culture" statement at its May 2005 Faculty Meeting:

"The Faculty of the School of Architecture, Urban Design and Landscape Architecture believe the principle of a 'studio culture' is an important pedagogical method for building an intellectual and professional atmosphere within which to learn, examine and practice the application of knowledge, ideas and skills associated with an architectural education.

The School's faculty believe the idea of a studio culture embodies the values of tolerance, sharing and understanding; the skills of communication and debate; and the responsibilities of deadlines and time management. Furthermore, the School's faculty believe that 'teaching by example' is an invaluable pedagogical means for imparting these values, skills and responsibilities."

The Faculty Council adopted the following addition as proposed by a student advisory committee at its May, 2008 meeting:

The School of Architecture, Urban Design and Landscape Architecture of the City of New York believes that a well defined studio culture is an important pedagogical method for building an intellectual and professional atmosphere within which students can learn, examine and apply the knowledge, ideas and skills associated with an architectural education. Above all, this studio culture is rooted in the principles of sharing, tolerance and understanding. Students, faculty and administration have equal responsibility to maintain a positive studio environment by meeting the objectives outlined in this policy.

Students

Students will form positive habits in school that remain with them in their professional careers. This will emerge from interaction with faculty as well as through relationships formed with the community and professionals. Students realize that their education is not limited to the classroom and approach their academic studies as professionals. Students must:

- maintain professional behavior and respect class time by being prompt, prepared and focused

- be respectful of other students - their ideas, their work, their health

- be respectful of school property/facilities
- balance personal and academic responsibilities by managing their time wisely
- promote, cultivate and seek interaction with other students, and with

faculty/professionals by participating in extracurricular activities such as attending lectures and symposia or joining clubs and organizations

STUDIO CULTURE POLICY

Faculty

Faculty members are responsible for guiding students through inspiration, mentoring and a comprehensive education, to become mature, engaged professionals within and beyond the architectural community. Teaching by example, faculty members bring their unique experience, dedication and passion for the profession to studio and have a right to expect dedication and attention from students. Faculty members must:

- provide clear syllabi with explicit statement of course expectations and specific due dates based on reasonable time frames for assignments

- respect class time

- respect the responsibilities students have outside of school and facilitate a balance between academic, personal, professional and cultural interests

- incorporate interdisciplinary projects that bridge the gap between studio, history, theory and technical courses to not only promote comprehensiveness, but eliminate conflict and redundancy

- encourage students to engage the community both inside and outside of the profession

- provide a constructive environment, facilitating healthy debate and discussion for both desk critiques and formal reviews while recognizing the diverse values, backgrounds, and interests of students and other faculty

- respect the health and safety of students by promoting the use of non-toxic, environmentally friendly materials in the studio and instructing students to take appropriate precautions.

Administration

The Administration is responsible for upholding the overall vision and direction of the school and for engaging faculty and students in decisions about the future of the program. The Administration must hold faculty and students responsible for their adherence to the studio culture policy. The Administration must:

- communicate studio culture expectations to entering faculty and students

- ensure a healthy, safe and secure learning and work environment

- inform students and faculty of general maintenance and security procedures

- maintain proper condition of school facilities including the wood shop, laser cutter and CAD lab

- support a challenging and diverse curriculum with events such as lectures, symposia and gallery shows

- manage resources to provide opportunities for scholarships and study abroad

- disseminate information regarding such opportunities as well as internships, grants and competitions

- provide students with academic advisement and support

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