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

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

Bachelor of Architecture – freshman admission + 160 sem. credits
Master of Architecture – non-pre-professional degree + 108 sem. credits

Year of the Previous Visit: 2011

Current Term of Accreditation:

> At the February 2012 meeting the National Architectural Accrediting Board (NAAB) reviewed the *Visiting Team Report* (VTR) for the City College of New York, Spitzer School of Architecture.
>
> As a result the **B. Arch.** and the **M. Arch.** were formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2011. The programs are scheduled for their next accreditation visit in 2017.

Submitted to: The National Architectural Accrediting Board
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SECTION 1. PROGRAM DESCRIPTION

I.1.1 History and Mission

The City College of New York and the City University of New York

History
The City College of New York was founded in 1847 by Townsend Harris as the Free Academy to provide access to higher education based on academic merit alone: “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.” City College became one of the nation’s great democratic experiments, and it remains today one of its great democratic achievements. Even in its early years, the Free Academy showed tolerance for diversity, especially in comparison to the private universities in New York City.

In 1907, City College moved to what is now the heart of Harlem, to the Neo-Gothic campus with buildings of Manhattan schist designed by George Browne Post, renowned architect of the New York Stock Exchange. Today, those buildings are landmarked, and the campus has expanded to 36 tree-lined acres.

In 1930, CCNY admitted women for the first time, but only to graduate programs. In 1951, the entire institution became coeducational. In the years when top-flight private schools were restricted to the children of the Protestant establishment, thousands of brilliant individuals (including Jewish students) attended City College because they had no other option. City’s academic excellence and status as a working-class school earned it the titles “the poor man’s Harvard” and “Harvard-on-the-Hudson.” Ten CCNY graduates have gone on to win Nobel Prizes. Like the students today, they were the children of immigrants and the working class, and often the first of their families to attend college.

In 1961, the City University of New York was established. The largest public urban university system in the United States, it now consists of 24 institutions including its flagship, City College.

City College currently enrolls 16,000 students, 81% seeking bachelor’s degrees and 19% in master’s and doctoral programs. It is comprised of five schools—Architecture, Biomedical Education/Medicine, Civic and Global Leadership, Education, Engineering—and three divisions: Interdisciplinary Studies at the Center for Worker Education, Humanities and the Arts, and Science.

City College continues to educate a broad but special segment of the population from diverse cultures and backgrounds. In addition to the traditional origins of immigration such as Eastern Europe (Russia, Poland, Albania), students now come from the culturally diverse populations of Latin America and the Caribbean, Africa, the Middle East, and Asia. Altogether, students represent 85% of the world’s 196 countries. Almost three-fourths of the student population was born outside the United States and learned a language other than English as a first language. More than 80% are of the first generation of their families to attend college.

> ***Mission*** *(Revised 2016)*
> *Since its founding in 1847, The City College of New York (CCNY) has been true to its legacy of access, opportunity, and transformation. CCNY is as diverse, dynamic, and boldly visionary as the city itself. CCNY advances knowledge and critical thinking, and fosters research, creativity, and innovation across academic, artistic, and professional disciplines. As a public institution with public purpose, CCNY produces citizens who make an impact on the cultural, social, and economic vitality of New York, the nation, and the world.*
>
> ***Vision***
> *The College stands at the intersection of its historic past and promise for a vibrant future. Building on its strong foundation of unleashing potential, a City College education integrates knowledge with experience to nurture scholars, professionals, and leaders who are ready to meet the*

challenges of our contemporary society. CCNY will attract students who have a tenacious desire to learn, lead, and contribute to the greater food of society on their path to a successful future. CCNY graduates will be committed to supporting access to opportunity and mentorship for future generations of learners.

CCNY's Strategic Plan, "Vantage Point 2022," is detailed at https://www.ccny.cuny.edu/strategicplanning.

Bernard & Anne Spitzer School of Architecture, Programs in Architecture

History
City College's Architecture Program was founded in 1961 as a small intra-departmental architecture program in the School of Engineering and later became a department. The School of Architecture and Environmental Studies was established in 1968. Programs in Urban Landscape and Urban Design were added the following year.

In the spring of 1995, during a major university-wide budget-crisis and reorganization, the school lost its independent status, its dean position was withdrawn, and it became a unit in the College of Professional Studies until 1999. During that period, although represented at the college level by the dean of Professional Studies, all internal leadership and administrative efforts were provided by the elected chairs.

Directed to action by the CUNY Board of Trustees, the college reaffirmed the status of architecture as a school and renamed the School of Architecture, Urban Design and Landscape Architecture under a new dean (2001). The Master of Architecture and Master of Landscape Architecture programs were added in 2004.

The university further affirmed its commitment to the school and its programs by allocating capital funding, which led in fall 2009 to a move to new quarters in a completely renovated, 135,000-square-foot stand-alone building dedicated to its programs, including studios, classrooms, offices, library, gallery, and supporting spaces. Following the commitment of a generous endowment gift of $25 million from Bernard Spitzer '43, the school's name became the Bernard & Anne Spitzer School of Architecture in 2009.

The Master of Science in Sustainability in the Urban Environment program launched in 2010. The J. Max Bond Center on Design for the Just City, a community outreach and research arm of the school, was established in 2011 with an endowment from the family of the noted African-American architect and former dean J. Max Bond, Jr. (1935-2009). Since 2015, Professor Gordon A. Gebert has served as the interim dean. The search for a new dean will commence shortly.

The school community is traveling new and interesting pathways. Students and faculty from the several disciplines mix together to produce invigorated, reimagined visions for architecture of today and the future. It is an exciting time for the programs, the school, New York City, and the discipline of architecture as we continue to reevaluate and reinvent the built environment for future generations.

It is our intention to foster the widest range of possibilities for each student to enter into an architectural discourse with an exceptionally diverse set of fellow students, a distinguished and accomplished faculty, a roster of successful alumni, an institutional environment of great breadth and deep history, and a vibrant and diverse professional community.

Spitzer School Mission *(Revised 2016)*
The Bernard and Anne Spitzer School of Architecture is deeply committed to creating a just, sustainable, and imaginative future for a rapidly urbanizing planet. Through innovative research and interdisciplinary collaboration, the degree programs in Architecture, Landscape Architecture, Urban Design, and Sustainability in the Urban Environment seek to educate a diverse student body to become engaged professionals, both reflecting and enriching the complex communities of local and global environments. The School acts in the spirit of the City College of New York's

historic Ephebic Oath: "To transmit the city, not only not less, but greater, better and more beautiful than it was transmitted to us."

Mission of the Architecture Programs *(Adopted 2016)*
Our mission is to prepare students to design for the betterment of our shared global community. At the Bernard and Anne Spitzer School of Architecture, the only public school of architecture in New York City, our professional B.Arch. and M.Arch. programs are shaped by the diversity of our students, the inventive research of our faculty, and by multidisciplinary collaborations. We prepare students to become engaged designers and to apply an expansive set of skills to address pressing social, cultural, environmental, and professional challenges. With a rigorous foundation in the core competencies of building design, history, theory, and technologies, and with an emphasis on agile thinking, the Architecture programs aim to educate the next generation of innovators redefining the role of the architect in the twenty-first century.

Benefits to the Institution
Through formalized programs and events, as well as thorough numerous informal contacts, the college community—indeed, the entire university—is enriched by the school's presence. Programs and events include public lecture series, ambitious exhibitions, and frequent use of facilities such as the Sciame Lecture Hall, Atrium Gallery, roof amphitheater and terrace, and J. Max Bond Center by various groups across campus.

Architecture faculty members teach courses in the college general-education program "Freshman Inquiry and Writing Seminar" (FIQWS), which focuses research and writing on a single topical area. Teamed with a faculty member specializing in writing instruction, these architects have led semester-long courses on architecture and the city, architecture and open spaces, and environmental justice.

Faculty members are also active in college-wide governance, with two elected to the Faculty Senate and another the elected leader of the college's chapter of PSC-CUNY, the collective bargaining unit for faculty and professional staff. Selected faculty members also carry out committee assignments, including strategic planning; sit on college-wide search committees; and consult to the president. Three full-time faculty members from the school sit on the City College Council on Inclusive Excellence, an initiative from CCNY President Lisa S. Coico.

The school's dean serves with peers from the other divisions on the college-wide Review Committee, which meets biweekly to assist the provost and president in college-wide policy formulation, approve personnel actions, and generally consider and guide operations of the institution.

A sampling of school activities in discovery, teaching, engagement, and service that are of benefit to CCNY and CUNY includes:

- ***Sagrada Família - Gaudí's Unfinished Masterpiece: Geometry, Construction and Site*** in the Atrium Gallery, a major exhibition of models and other materials curated by former Dean George Ranalli with Prof. Fabian Llonch, sponsored by Santander Bank and CetraRuddy Architecture, Sept. 2014-May 2015. https://www.ccny.cuny.edu/news/sagrada-exhibit; https://www.youtube.com/watch?v=KoCud5i5FEw. Other exhibits in the Atrium Gallery include:
    - ***Landing Studio: It Still Takes 12 Days*****,** by Landing Studio, Sept. 2015-Apr. 2016
    - ***Building the Modern Gothic: George Post at City College****,* Feb.-May 2014
    - ***A Line Around an Idea: Hand Drawings by James Wines for SITE,*** Sept. 2012-May 2013
    - ***Clear Light: The Architecture of Lauretta Vinciarelli***, Mar.-May 2012
- Evolution of the CCNY Architectural Center into the **J. Max Bond Center on Design for the Just City (JMBC)**, in honor of Dean Bond and with an endowment from his family. Under its inaugural director, Prof. Toni Griffin, the JMBC garnered over $250,000 in grant funding for a range of programs and publications. Many students have benefitted from work-study opportunities at the JMBC. The search for a new director to continue the legacy is under way. https://ssa.ccny.cuny.edu/programs-centers/j-max-bond-center/jmbc-about/

- A series of both B Arch and M Arch architecture studios partnered with the **Harlem School of the Arts** to propose designs for additions to their facility, leveraging a connection established by the JMBC and Prof. Elisabetta Terragni. In one set of studios, five high school visual arts students were integrated into B Arch studios to help understand how to engage youth of color in design professions.
- Installation of the 800-square-foot **Solar RoofPod** on the roof of the Spitzer Building (built for the 2011 DOE Solar Decathlon), led by Prof. Christian Volkmann. The facility is used for events including a lunchtime lecture series on building technology and showcased annually as an Open House New York site. https://www.ccny.cuny.edu/news/solarpod-returns; http://solarroofpod.com/
- **Three major book prizes** for Prof. Marta Gutman's book *A City for Children: Women, Architecture, and the Charitable Landscapes of Oakland, 1850-1950* (University of Chicago Press, 2014). http://press.uchicago.edu/ucp/books/book/chicago/C/bo18337661.html More than 15 other faculty books have been published or are in press since the last NAAB visit in 2011.
- Expansion of our summer course offerings, including a parametric design-build seminar taught by Adj. Prof. Jonathan Scelsa, resulting in **Plastic Flowers Pavilion**, gifted to City of New York Parks & Recreation and currently installed for visitors at Freshkills Park on Staten Island. http://www.designboom.com/architecture/op-architecture-landscape-city-college-of-ny-plastic-flowers-pavilion-09-30-2015/

Benefits to the Programs
Although the Spitzer School is located on the City College campus, it is the professional school of architecture for the entire CUNY system and one of only two professional degree-granting architecture programs in the State of New York's public higher education systems. As such, we are fortunate to attract one of the country's most ethnically and racially diverse student bodies in architecture. In addition, we are the only school offering architecture, landscape architecture, urban design, and sustainability degrees at a major research university in the New York metropolitan region. We offer impressive economic value to students, with tuition (both in-state and out-of-state) among the lowest, if not the lowest, in the Northeast.

Vision: Holistic Development of Young Professionals
The greatest strength of the school is our diverse and tenacious student body, followed closely by the great advantage of being located in the context of New York City, with its extensive inventory of architecture and great institutions, its broad and supportive community of professionals, and numerous, frequent visitors from around the world.

Our students' commitment to the pursuit of excellence, their continuing efforts to work hard, often while supporting themselves economically, and their cultural, ethnic, age, and gender diversity all contribute to a marvelous dynamic that energizes the staff, administration, and faculty. Additionally, the programs' fortunate access to the vast community of professionals 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 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 and relevance 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.

I.1.2 Learning Culture

CCNY is primarily a commuting school. The approximately 350 students in the architecture programs live throughout the five boroughs of New York City and beyond. An on-campus student residence, The Towers, was constructed in 2006 and houses a number of Spitzer students. Others live in apartments nearby; many more endure long commutes from their homes by subway, bus, commuter rail, bike, or car.

To provide these students with a workable home-away-from-home, the Spitzer building boasts an enviable set of facilities: generously sized studios, an excellent library, a well-equipped shop, several computer labs (important for plotting and also crucial for students who are unable to afford high-end personal computers), a café, and 24-hour security. The school's professional staff, which has grown significantly since the last NAAB visit, are dedicated to the students and highly sensitive to their needs.

The studio structure encourages students to exercise time-management skills for weekly or biweekly requirements. These deadlines also provide faculty with necessary schedule limitations by which to evaluate the efficiency of their own teaching methods. Design courses, which meet twice per week, 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 give students ample opportunity 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 they have learned to budget their time efficiently.

While studio courses are central to the school's architectural education, supporting and optional coursework is also of vital importance. Most full-time faculty also teach required or optional courses and are mindful of the need for students to balance their workload and devote adequate time and effort to classes outside studio. Adjunct faculty, many of whom have taught at the school for years and are valued members of the school community, teach throughout the curriculum and are generally well aware of the larger learning culture into which their courses are plugged.

Studio Culture
A statement of the current Studio Culture Policy was developed in consultation with students and adopted in 2008 with periodic revisions since that time. The policy addresses the specific obligations of students to form positive habits, faculty to responsibly guide students, and administrators to provide accountability and to uphold the overall vision. The policy is distributed to the Spitzer School community regularly and is prominently posted on the school website; the link is in Section 4 of this report.

Student studio culture is a subject of discussion in the monthly meetings of the Curriculum Committee, particularly with regard to such things as coordination of work assignments and due dates. It is also discussed regularly with the Student Advisory Committee, comprised of representatives from all design studios.

Academic Integrity
The college has established, and the school embraces, a policy covering academic integrity. Links can be found in Section 4 and here: https://www.ccny.cuny.edu/about/integrity; https://www.ccny.cuny.edu/academicaffairs/integrity-policies

A sampling of Spitzer School activities that reflect our unique learning culture includes:

- **Student design competitions** to explore the potential of brick masonry, sponsored by the Associated Brick Mason Contractors of Greater New York, Inc. (ABMC), and the International Union of Bricklayers and Allied Craftworkers, Local 1. https://www.ccny.cuny.edu/news/spitzer-brick-competition.
- Addition of an **architectural history concentration** for B Arch students, drawing from the wide selection of elective offerings from our faculty, which includes three full-time architectural historians.
- **Spitzer Travel Fellowships** have sent students to far corners of the globe: Amsterdam, Berlin, Colombo, Jakarta, Mexico City, Sri Lanka, Yangon, and more. The annual grant program ran in 2010-15 and is expected to resume in 2017. https://www.ccny.cuny.edu/news/watson-fellows-2013
- Summer studios in **Barcelona** and **Berlin** and semester-long exchanges in **Barcelona** and **Madrid** have permitted dozens of architecture students to travel and study in Europe, offering many their first trip to Europe or abroad. A future program in Istanbul is planned.
- Securing support for **three new tenure-track faculty lines** in addition to two replacement lines, two in architectural history, one in building technology and design, one in digital technology and design, and one for the director of the J. Max Bond Center.

- Securing funding for the addition of **four significant new professional staff positions**, doubling the size of high-level support staff for students, programs, and centers: director of operations, graduate student services manager, director of advancement, and JMBC associate director.
- Remodeling of second-floor studio spaces to increase flexibility and encourage student dialogue.

I.1.3 Social Equity

The City College of New York, as part of the City University of New York, is proud that our students represent a variety of cultures, backgrounds, and ideas. In keeping with CUNY's continuing commitment to workforce diversity and development, CCNY strives to be a genuinely inclusive community where those with differing backgrounds and allegiances feel valued and where civility, respect, and reasoned debate prevail. In the architecture programs, we aim to keep connected and in step with both the college and the university on this vital front.

CCNY's robust policies on equal opportunity hiring, sexual harassment, and related matters can be found on the webpage of the **CCNY Office of Affirmative Action, Compliance, and Diversity**. The link is in Section 4 and here: https://www.ccny.cuny.edu/affirmativeaction.

In 2011, in response to an internal report, President Lisa S. Coico established the **City College Council for Inclusive Excellence** to engage cooperatively in striving toward excellence of achievement and fairness of treatment for every member of the college community. The committee is comprised of faculty from all divisions including three full-time faculty members from the Spitzer School. In late spring 2016, the divisional deans were directed to create local faculty committees, not including members of the college-wide committee. That committee is being formed. More details are available here: https://www.ccny.cuny.edu/inclusion.

Following are data demonstrating the diverse composition of the faculty and students of our school, and in comparison to the college as a whole. Full yearly data on demographics at CCNY is available on the webpage of the **CCNY Office of Institutional Research (OIR)**. A link is in Section 4 and here: https://www.ccny.cuny.edu/institutionalresearch/cityfacts

Faculty
Since the last accreditation visit, the following changes to the composition of full-time faculty with teaching responsibilities in the architecture programs have occurred:

- Eight faculty members received tenure; three are women.
- Two women were promoted to the rank of tenured full professor.
- Five new tenure-track faculty members were hired; two are women, one is African American, one is Hispanic.
- Two women faculty members who are black or African American left the faculty; one retired and the other was recruited to a position elsewhere.

A "utilization analysis" of the diversity of the entire CCNY Architecture Department (29 full-time faculty, including faculty in Landscape Architecture and Urban Design) conducted in fall 2015 concludes that we have an underutilization of 6 females and 2 minorities (2 black or African American). The faculty composition at that time is summarized in the chart below:

Fall 2015

	Males	Females	Total Minority	Asian or Nat. Haw. or Other Pac. Isl.	Black or African American	Hispanic or Latino	Individuals with Disabilities
Totals	19	10	5	2	1	2	0
Current Utilization	69%	31%	17.2%	6.9%	3.4%	6.9%	0%
Overall Availability		52.7%	25.6%	6.2%	10.6%	7.9%	7%

This analysis will be considered when recruiting the pools of qualified candidates in future searches. The administration is mindful of diversity when hiring adjunct faculty and selecting candidates for visiting professorships.

Students

The student body in architecture is highly diverse, particularly when compared with the profession. While the architecture programs have fewer black and Hispanic/Latino students and more white students than the overall City College student population, we have more students in these groups than is typical in architecture schools. Nevertheless, we continue efforts to recruit widely in order to attract each year a truly diverse group of talented incoming students, as befits the history and mission of CCNY.

City College of New York "City Facts" Fall 2015

Enrollment	F/T	P/T	PhD	Total
Spitzer UG	263	25		288
Overall UG	9735	3605		13340
M Arch Program	64	4	0	68
Spitzer Grad*	118	73	0	191
Overall Grad	346	2048	69	2463

*Includes all MS SUS students, not just those in the architecture track.

Gender	Women	% Women	Men	% Men
B Arch Program	147	51.0%	141	49.0%
Overall UG	7339	55%	6001	45%
M Arch Program	31	46%	37	54%
Overall Masters	1437	60%	957	40%

Ethnicity*	Asian	Black or African American	Hispanic/ Latino	Nat. Haw. or Other Pac. Isl.	Non-resident Alien	White	Two or more races
B Arch Program	77	21	77	1	25	81	6
	26.7%	7.3%	26.7%	0.3%	8.7%	28.1%	2.1%
Overall UG	3233	2196	4778	69	780	2044	240
	24.2%	16.5%	35.8%	0.5%	5.8%	15.3%	1.8%
M Arch Program	7	9	11	0	4	35	2
	10.3%	13.2%	16.2%	0%	5.9%	51.5%	2.9%
Overall Masters	303	472	603	3	212	787	14
	12.3%	19.2%	24.5%	0.1%	8.6%	32.0%	0.6%

*In Fall 2012, CUNY OIRA started ethnicity reporting using the IPEDS Multiple Ethnicity Categories.

A sampling of recent activities that reflect the school's commitment to social equity includes:

- Initiation of **Spitzer Tuition Scholarships** to permit the Dean's Office to provide tuition and fees (up to $6,000 per semester) to strong students in need. In addition, since the establishment of the **i-Bean**

Café, the Dean's Office is able to subsidize meal credit for some students who might not otherwise eat breakfast or lunch on a typical day.

- Spitzer School listed among the **Top 10 for Hispanics** in the number of bachelor's degrees granted to Hispanics, according to the 2015 rankings issued by *Hispanic Outlook in Higher Education Magazine*. Furthermore, it is the *only* school listed that is not located in the South or West.
- Prof. Marta Gutman's innovative **seminar on gender and architecture** nominated fourteen New York City sites for City Lore's Census of Places That Matter, spring 2013. Students in her subsequent seminar on **children and the city** in spring 2016 nominated eleven more sites in all five boroughs. https://www.ccny.cuny.edu/news/gender-and-architecture-seminar http://www.placematters.net
- **Recruitment activities for both programs target underserved populations**. These include in-person information sessions at regional urban public high schools as well as minority-serving public institutions such as New York City College of Technology and Binghamton University; the free-tuition College Now architecture discovery summer program for low-income high school students; the affordably priced Summer Career Discovery Lab for students and working professionals; and participation in college and graduate school fairs in New York, Chicago, and Philadelphia.

I.1.4 Defining Perspectives

A. Collaboration and Leadership

As befits a public school of architecture, the diverse backgrounds and life experiences of our students promote a rich academic exchange and tolerance for different points of view. Building upon this foundation, there are a range of opportunities that encourage students from both the B Arch and M Arch programs to build their collaboration and leadership skills through interaction with students from all of our programs, faculty, and staff.

- In their final Advanced Studio courses (ARCH 51000 and ARCH 85101), M Arch and B Arch students come together in the same studio. This helps prepare them for the professional office environment, where project teams change often and involve people of different experience levels and backgrounds.
- In their Realm D/Professional Practice courses (ARCH 51200 and ARCH 85600), B Arch and M Arch student groups create architectural firms and generate mission statements and strategic plans.
- Our Solar Decathlon project brought students and faculty together from multiple disciplines.
- JMBC internships foster collaboration across programs by involving students interested in the cross-section of social justice and design in the center's ongoing research.
- Student organizations such as the AIAS and the GAC promote collaboration and foster leadership.
- In the history of world architecture survey sequence, section instructors drawn from the M Arch program mentor B Arch students.
- Students work in a variety of positions throughout the school, for credit or wages, including wood shop and fabrication lab monitors, archive managers, course tutors, exhibition fabricators, and production assistants for *City Works*, our school publication of student work.

B Arch Program

- In ARCH 12000 Core Studio 2 (Environments), students collaborate on analysis of environmental factors and arrive at shared approaches.
- In ARCH 23000 Core Studio 3 (Cities), students work in large groups to research and propose alternatives to existing urban conditions influenced by design, to better understand the social interactions and forces that shape cities.
- In ARCH 36101 Core Studio 6 (Integration), students work in teams to develop an integrative design closely mirroring the conditions of architectural practice.
- The CCNY chapter of AIAS has a busy calendar including social events, educational functions, professional development activities, and more. A majority of our students are involved and participation at events is high. The chapter recently applied to become a host of the regional meeting in the upcoming year. In spring 2016, it received the Undergraduate Student Government CCNY Club of the Year Award in recognition of its outstanding membership, events, and participation.
- *Informality* is an occasional student journal produced entirely by student editors, recipient of the Center for Architecture Foundation Douglas Haskell Award for student journals.

M Arch Program

- In ARCH 62100 Studio 1.2, students meet with project stakeholders and learn the importance of respecting diverse points of view and interests as relevant to serving both the client and the public.
- In ARCH 73100 Studio 1.3, students are required to work in teams for the duration of the semester. In simulating the team dynamic of a professional office, students are challenged to develop important interpersonal and conflict-resolution skills.
- In 2013, M Arch students created the student organization GAC (Graduate Architecture Club), which brings different graduate programs at the school together to organize events and share information. In 2013, the GAC created the JMBC Talks Series, an ongoing public events platform that promotes greater dialogue around topics important to faculty, staff, and students. Students are involved in planning, curating, communication and marketing, event logistics, and serving as moderators or panelists. In 2016, the GAC organized a field trip to Phillip Johnson's Glass House.
- M Arch students are also involved with the broader graduate student community on campus, having won top prizes in the CCNY Graduate Research Symposium in both 2015 and 2016. The symposium offers students experience in sharing projects and findings with faculty and other graduate students from throughout the college in a professional, academic setting.
- M Arch students coordinate and teach each summer in the Summer Career Lab.
- An M Arch student worked with faculty from the Spitzer School and CCNY's Grove School of Engineering in an independent study focused on potential applications for soft robotic systems in architecture. Their research project poster was accepted for a major conference in fall 2016.
- M Arch students work as teaching and faculty research assistants, pursue independent studies, and receive credit for working in professional offices. These activities encourage students to identify and develop their own interests outside the required curriculum and also to cultivate important management, leadership, and communication skills.
- M Arch students volunteer as ambassadors for recruitment, orientation, and portfolio events.

B. Design

In both the B Arch and M Arch programs, design is understood as multi-faceted: firmly rooted in excellence of craft, engagement with the urban context, sensitivity to environmental concerns, respect for the role of history, a high level of building design, and a commitment to research and speculation. In both programs a core sequence of required courses addressing representation, building technology and the history & theory of architecture provide students with the foundational knowledge necessary to grasp the complexity of the design process. After completing the core design studio sequence —six in the B Arch program and four in M Arch—students from both programs come together in lottery-based Advanced Studios, inaugurated in fall 2015, where they pursue design work driven by individual faculty research interests. The Advanced Studio format allows us to offer a broad range of research topics and encourages wider dissemination of our students' work.

Studio topics have included (selection):

- "Design for Masaii: School in Kenya" (Adj. Prof. Robin Osler), the design of a primary school in Africa, supported by the Africa Foundation. A school crowd-funding campaign is raising money to send the 12 students to Kenya to build their design.
- "Architecture as Commodity" (Adj. Prof. Ali Hocek), the generation of new condominium development models with an emphasis on researching and designing through relations among land values, zoning, investment models, and more.
- "ParkingPLUS" (Prof. June Williamson), the design of new innovative parking facilities to revitalize conventional suburban sites near transit stations; student work published in the *Long Island Herald* and presented at meetings of the Long Island chapter of the APA.
- "Form as Unknown (X): Highbridge Pool and Bathhouse" (Visiting Prof. Holger Schulze-Ehring with Prof. Julio Salcedo-Fernandez), design of experimental long-span structural systems to cover public pools.

Public exhibitions, individual program and school-wide lecture series, and regular design reviews expose students to a set of diverse arguments about the role of design within both our school and our shared global community. Self-assessment activities for the programs continually inform the evolution and development of the design curricula.

B Arch Program

The main pedagogical intent of the design curriculum in the B Arch program is to establish design as wide-ranging and intrinsically linked to every area of study within the program. The B Arch core delineates a sequence of expansive core disciplinary competencies that address the wider context of the profession. Non-studio classes have been coordinated with the core studios to augment student learning of design and related topics. The resultant core design curriculum is as follows:

- ARCH 11100 Core Studio 1 (Craft)/Related coursework: AES 11300 Visual Studies 1
- ARCH 12000 Core Studio 2 (Environment)/Related coursework: AES 21200 Built Environment of New York City
- ARCH 23000 Core Studio 3 (Cities)/Related coursework: ARCH 35302 Site Technology
- ARCH 24000 Core Studio 4 (Histories)/Related coursework: AES 24202 Survey of World Arch 2
- ARCH 35101 Core Studio 5 (Assemblies)/Related coursework: ARCH 35501 Construction Technology 2 and ARCH 35402 Timber and Masonry Structures
- ARCH 36101 Core Studio 6 (Integration)/Related coursework: technology and structures sequences, e.g. ARCH 36501 Construction Technology 3 and ARCH 36402 Steel and Concrete Structures

M Arch Program

The M Arch I design curriculum is organized around a four-semester core studio sequence with two final Advanced Studios that are shared with the B Arch and M Arch II program.

- ARCH 61100 Architecture Studio 1.1 trains students in architectural thinking and expression and emphasizes connections with concurrent Site Design and Digital Techniques courses through multiple assignments that introduce issues of representation, fabrication, tectonics, program, and environment. In their final project students design a small house on a series of challenging hypothetical sites with a focus on climate.
- ARCH 62100 Architecture Studio 1.2 introduces students to the urban context through a direct engagement with project stakeholders and an introduction to the codes & regulations, site and client requirements of a small to medium-sized public building. Drawing upon knowledge acquired in the concurrent Elementary Structural Analysis & Behavior and Materials/Construction courses, students explore the material and structural dimensions of their projects.
- ARCH 73100 Architecture Studio 1.3 focuses on integrative design. Students synthesize their knowledge of building technology and develop a large building or infrastructural project from schematic design through the construction documents phase. In concert with an array of professional consultants, students work in teams to produce a comprehensive set of drawings including details, a cost estimate, and outline specifications.
- ARCH 74100 Architecture Studio 1.4 is the final semester in the four-semester core sequence and focuses on the complex social and urban issues associated with housing. Through extensive site analysis and precedent research, and drawing on knowledge acquired in the Survey of World Architecture sequence, students develop housing proposals that span across the urban, building, and dwelling-unit scales.

C. Professional Opportunity

A shared strength of the B Arch and M Arch programs is a commitment to a well-rounded education, cultivating critical thinking and speculation while rigorously preparing students for the professional opportunities available in metropolitan New York and beyond. The majority of members of the design faculty are licensed architects who bridge academia and practice, exposing students to the ways in which real-world considerations impact design thinking.

- Each year the B Arch and M Arch programs conduct AXP and ARE information sessions for students, which include a review of the process by which AXP accounts are established through NCARB. The

AXP/ARE advisor makes herself available for any student questions or follow-up to ensure that students feel confident in terms of planning their professional path during their time at school.
- In both the B Arch and M Arch programs, the integrative design studios and Realm D/Professional Practice courses simulate different aspects of an architectural firm to address the rigors of practice.
- As a way of encouraging students to network with practicing professionals, selected students from all programs at the school are invited to dinner receptions each week with speakers from the Sciame Lecture Series.
- At multiple points, students from both programs are required to submit an updated portfolio and attend a portfolio review and career fair event in which alumni and other professional architects share their experience transitioning from school to the world of practice.
- Student work is regularly published in the student journals *City Works*, *Informality,* and *PLOT*, which provide platforms for professional visibility.
- In both the B Arch and M Arch programs, the faculty, administration, and staff all work to seek out and share job opportunities and inquiries with eligible students.

B Arch Program

The B Arch program continues to meaningfully engage the profession, providing multiple opportunities for students to develop a deep understanding of the myriad outlets available and actual channels to entry.
- Frequent professional consultants and invited lecturers from within the profession and related fields—including construction managers, historic preservationists, city planners, fabricators, etc.—contribute to the pedagogical environments throughout the curriculum.
- Historically and presently, many of our graduates have joined public agencies as architects and project managers. This robust tradition continues to afford professional opportunities to our students.
- The new architectural history concentration provides interested and motivated students an academic springboard for professional specialization or further study in graduate programs.
- Portfolio review sessions are organized by the administration, AIAS, and alumni, providing real and mock interviews and invaluable critiques of resumes and portfolios.
- The college administration has provided invaluable help through its Career and Professional Development Institute including a database of job and internship listings, relationships with the profession, and job fairs.
- Architecture firms and professional institutions with ties to the school have established many student awards. These awards further our students' professional opportunities and connections:
    - Ennead Architects Scholarship for excellence in design
    - Gerner, Kronick & Valcarcel Art of Architecture Scholarship for excellence in design
    - Carol J. Weissman Kurth Women In Architecture Scholarship
    - City College of New York Architecture Alumni Association Scholarship
    - City College of New York Architecture Alumni Association Group Scholarship
    - Extech Technology Award
    - Microdesk Scholarship for Design Excellence

M Arch Program

For their three credits of independent study, students may work with faculty on a number of independent research initiatives, which provide professional contact beyond the borders of the required curriculum. M Arch students may also use these three credits to intern in an architecture office, allowing them to gain valuable experience in the professional world.

As part of our recruitment efforts we have reinforced our ties to important New York City resources such as the Center for Architecture, Open House New York, Archtober, and the Van Alen Institute. The M Arch program has also developed an events program each semester to bolster connections between M Arch students and the broader culture of professional practice in New York. These programs include office tours, lectures, construction site visits, ARE preparation workshops, and portfolio/career fair events. These events along with others such as the CCNY Career and Professional Development Institute job fairs each semester help students prepare for the job market and network with a variety of professionals.

Recent alumni surveys affiliated with our broader self-assessment procedures have revealed a 100% success rate in graduate employment across a wide range of firms in the United States.

Students are encouraged to apply for professional and academic awards and scholarships to strengthen their resumes and gain exposure both within and beyond the boundaries of the school. Since the last accreditation visit, M Arch students have won:

- The Architects League of Northern New Jersey Scholastic Achievement Award
- Professional Design Award from the Society of American Registered Architects
- Branch Technology Freeform Home Design Challenge, Visionary Award
- Rethink the Future: International Design Student Award, second prize
- Multiple WX Women in Real Estate Scholarships
- The Eleanor Allwork Scholarship
- Multiple Spitzer Travel Fellowships
- Multiple J. Max Bond Center Scholarships
- Two consecutive first place divisional awards in the CCNY Graduate Research Symposium

D. Stewardship of the Environment

Principles of environmental stewardship, especially in urban contexts, thoroughly inform the curricula and mission of all programs at the Spitzer School. From a shared foundation, studios in both the B Arch and M Arch programs address a wide range of diverse questions related to creating a more resilient and equitable planet.

- In Site Design/Technology, a course shared by the MLA, B Arch, and M Arch programs, students are introduced to the ways in which climate, geology, landform, hydrology, and urban fabrics create a basis for an investigation of the relationship between building and site.
- The shared three-semester building technology sequence takes a hybrid approach to buildings' environmental systems, where passive and active systems provide complementary approaches.
- The shared four-semester Survey of World Architecture sequence establishes a foundation for critical assessment of the environmental, social, and philosophical implications of making buildings and their impact on our world.
- The Master of Science in Sustainability in the Urban Environment (MS SUS) was established in conjunction with the CCNY schools of engineering and social science and the division of science. Our students take courses from this program, and its director is a sustainability consultant in the core design studios.
- Required courses are complemented by a host of sustainability-oriented electives drawn from across the school and university, including our own MLA and MS SUS programs and the CUNY Graduate Center.
- The Solar RoofPod lecture series, hosted by building technology faculty members in the school's Solar RoofPod, regularly presents topics related to sustainability.

B Arch Program

- The core curriculum dedicates two of its six semesters to thoroughly examining environmental stewardship. Beginning with smaller contexts in the second semester and expanding to urban conditions in the third semester, design and non-studio courses examine environmental issues through a variety of indexes and scales. The pedagogy encompasses analysis and experimentation through analog and digital tools and media. Specifically, the courses are:
    - ARCH 12000 Core Studio 2 (Environments)/Related coursework: AES 21200 Built Environment of NYC
    - ARCH 23000 Core Studio 3 (Cities)/Related coursework: ARCH 35302 Site Technology
- This knowledge is synthesized in the last core studio: ARCH 36101 Core Studio 6 (Integration).

M Arch Program

- Environmental stewardship is introduced in ARCH 61100 Studio 1.1, where students are asked to design an environmentally responsive house in diverse climatic contexts. Students research passive design principles, solar geometry, and the rationale motivating material choice and construction

methods in different global contexts, and speculate upon ways that specific environments may influence lifestyle and program.
- ARCH 73100 Studio 1.3 (integrative design) builds upon this knowledge and exposes students to a more dynamic range of scales at which resiliency must be addressed today. Recent studios have focused on coastal resiliency infrastructure in Manhattan, with students working with coastal resiliency engineering and landscape consultants to design and detail a network of interventions in response to the larger implications of Hurricane Sandy.
- In ARCH 74100 Studio 1.4, emphasis is placed on the social and programmatic dimensions of the environment through a focus on housing in New York City. Beyond environmental analysis of housing campuses and neighborhoods, this course challenges students to focus on broader questions regarding the welfare of residents in a rapidly urbanizing global culture.

E. Community and Social Responsibility

The Spitzer School proudly embraces the legacy of City College in its commitment to providing students from all walks of life access to an excellent education, and in its pledge to use design as an agent of positive change in the world. This ambition is addressed locally through a focus on projects impacting the West Harlem and greater New York City communities, and more broadly, through a school-wide emphasis on social equity, environmental stewardship, and a responsible approach to design.

- The J. Max Bond Center was founded to research, promote, and engage our students and the community at large in its broader mission: to explore the design of the "just city." Through lecture series and events, student internships, research, and publications, the JMBC serves as a critical bridge between the school and a set of broader social and urban engagements.
- Our shared four-semester Survey of World Architecture sequence closely examines the political, societal and cultural parameters shaping architecture and cities throughout time. The sequence challenges students to consider how they might choose to transform society through the buildings and environments they create.
- Our electives in architectural history and urbanism provide opportunities to examine the role of different constituencies in the making of community as well issues of social responsibility and the urban, social, and cultural predicaments brought about by climate change. We have recently offered courses on women in architecture, the role of children in shaping contemporary urbanism, queer space, and urban reconstruction to name a few.
- Our shared Realm D/Professional Practice class addresses issues related to professional ethics.
- Advanced Studios address a range of topics related to community and social responsibility.
- Post-graduation, Spitzer Travel Grants are a vehicle for students to address diverse social contexts.
- The Spitzer School and CCNY administer "College Now," a free-tuition program for high school students from local communities. In six weeks during the summer, it exposes students to architectural design in preparation for college.
- The Spitzer School has partnered with the selective public High School for Math, Science and Engineering at City College (HSMSE) to develop the Solar RoofPod and Harlem Garden for Urban Food. The program has an interdisciplinary curriculum and provides hands-on experience demonstrating vital links among STEM studies, our local food system, and health.

B Arch Program

- As a means to instill our social mission, projects pursued throughout the B Arch curriculum focus on community and social responsibility, providing students the means to activate change. Most recently, several fifth-year student groups met with public agencies and community groups in order to ameliorate physical and environmental conditions on the Cross Bronx Expressway.
- B Arch students have overwhelmingly embraced the JMBC and are a key ingredient of its success and potential. Our students engage in:
    - Administrative duties through grants, JMBC positions, and work-study programs
    - Research activities as collaborators including two recent JMBC initiatives addressing inclusion in the design professions and public qualities of open space in our communities
    - Lectures and symposiums as participants and co-generators of content

- At the school and college levels, our students are actively engaged in multiple student organizations fostering participation among widely diverse communities.

M Arch Program

- ARCH 62100 Studio 1.2 introduces students to the social responsibilities of the architect through personal encounters with real clients and diverse project stakeholders. In this process students come to recognize that they must balance their own desires for artistic expression with an understanding that architecture is a service profession, accountable to clients' needs, desires, and budgets, and to the larger community of users who will engage with their work.
- In its focus on the economic and urban challenges attending the design of housing, ARCH 74100 Studio 1.4 emphasizes that architecture has a responsibility to the community and city it serves and must anticipate the way in which the needs of urban populations will shift as cities further densify.
- In ARCH 73201 Survey of World Architecture 3 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. The exercise sensitizes students to varied, and often conflicting, points of view.
- As mentioned above, over the past several years many M Arch students have worked as interns in the JMBC on various projects related to social justice and cities:
    - In 2012, an M Arch student worked on the *Mapping Legacy Cities* report, helped to develop the Legacy City Design website (http://www.legacycitydesign.org), and contributed to the 2013 Bruner Loeb Forum on Legacy City Design, held in Detroit, which included120 Legacy City Stakeholders. After this experience, the student led a group of M Arch students in the design and construction of a rainwater collection system for a community in Yantalo, Peru.
    - In 2013, M Arch students assisted the JMBC and Prof. Salcedo-Fernandez to develop an elective course titled "Just Housing."
    - In 2014, an M Arch student assisted with research related to the JMBC *Inclusion in Architecture* report.

I.1.5 Long-Range Planning

The generous gift from Bernard and Anne Spitzer provided support and impetus to launch a number of new initiatives. The school developed a broad plan 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.

To guide the school's future in the context of this and other emerging opportunities, a long-range plan was initiated in 2011. While never formally adopted by the entire faculty, the plan has assisted in our efforts since the last accreditation visit for continual development and improvement and has aided and informed decision-making, particularly with regard to resource allocation. The school's Executive, Personnel and Budget, and Curriculum Committees along with the Architecture Alumni Group Board of Directors, Dean's Advisory Committee, and Student Advisory Committee reviewed drafts of the document.

Spitzer School Strategic Plan: Goals and Targets (2011, revised 2012)

The Spitzer School's goals and targets flow directly from those of the college and university while reflecting the special concerns of the school's students, faculty, and administration, and the profession. They also respond to the unique challenges and opportunities inherent in design education.

Following is a table summarizing strategic goals. The sequence of the goals and targets as listed below is not necessarily indicative of importance or priority. See Section 4 for access to the full document.

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	Good Progress
Continue to assess Creative Challenge role and effectiveness	Complete

Expand tutoring and mentoring programs	Increase Effort
Continue to improve and expand student scholarships, awards and honors, both internal and external	Progress
Increase student involvement in professional societies and civic organizations	Moderate Progress
Support and continue development of study abroad and foreign exchange programs	Moderate Progress
Establish position responsible for student support services, recruitment, admissions, and related research	M Arch: Complete B Arch: Strengthen
Develop enhanced means of communication with students including via more efficient e-mail procedures, social media, and expanded/improved website	Progress
2. **Improve post-graduation outcomes**	
Increase ARE scores	Insufficient Progress
Continue to expand IDP/AXP program to reach more students and assist recent graduates	Good Progress
Explore job-placement mechanism with alumni	Progress
Explore providing noncredit LEED, ARE, and other orientation and training programs for students and alumni	Minimal Progress
3. **Attract, nurture and support a strong faculty** that is recognized for excellent teaching, scholarship, and professional achievement	
Expand faculty support including for travel and research assistance	Progress
Decrease faculty role in routine administrative activity	Progress
Increase opportunities for travel, scholarship, and creative activity	Progress
Encourage and support faculty research—both applied and basic	Progress
4. **Continue to strengthen and expand programs and activities** and enhance school's stature and reputation	
Establish doctoral program in urbanism	Withdraw
Improve library inventory (book and image) and availability to students and faculty	Ongoing
Bring M Arch and MLA to stable "critical mass" enrollment level	M Arch: Complete
Expand scope and reach of the Sciame Lecture Series	Good Progress
Maintain and enhance existing model shop and digital facilities	Some Progress
Continue to maintain, expand, and improve school website	Progress
Examine means of increasing effectiveness of assessment and planning processes for curricular, support, and administrative activities	Progress
5. **Promote and support establishment of a sustainable world, city, community, and institution**	
Continue to integrate sustainability into curriculum	Good Progress
Grow and integrate MS Sustainability program	Good Progress
Evaluate ongoing role of Solar Decathlon in curriculum, research, and school life	Complete
6. **Extend school's outreach** to city, community, and profession	
Increase targeted recruitment and information sessions	Good Progress
Develop and expand J. Max Bond Architectural Center	Re-evaluate
Establish summer career discovery program	Complete
Establish continuing professional education program	Some Progress
Explore providing noncredit LEED, ARE, and other orientation and training programs for professionals (also included in "post-graduation outcomes," above)	Minimal Progress
7**. Improve Administrative Services**	
Recruit and hire approved HEO (administrative) position for director of operations	Completed 9/2012
Recruit and hire approved HEO (administrative) position for graduate student services	Completed 6/2014
Expand and improve training of administrative staff	Minimal Progress

Develop enhanced means of communication with faculty utilizing such things as more efficient e-mail procedures, social media, and additional website functionality	Progress

I.1.6. A Program Self-Assessment

A range of activities and protocols in both the B Arch and M Arch programs facilitate program self-assessment and involve the participation of faculty, administrators, students, and graduates.

Faculty and Administration

- **Faculty meetings**, both school-wide and program-specific, provide a platform for faculty to discuss program pedagogy and outlook and suggest modifications as necessary.
- **Peer evaluations** each semester focus on full-time, tenure track faculty members. Assigned observers submit written observational reports to the departmental chair, after which the chair and observed faculty members meet individually to discuss points of interest or concern. A process for peer evaluations of adjunct faculty is commencing.
- **Public reviews** involving faculty and outside professionals allow for a critical and ongoing review and general assessment of projects, programs, individual faculty instruction, and student work.
- The **Dean's Advisory Board,** made up of professional architecture, landscape architecture, and construction industry representatives and alumni, serves as a fundraising and consultative body, sounding board, and professional referral and contact group. Program directors and the chair make presentations to the board and receive feedback from the perspective of the professional community.
- **Non-faculty performance assessments** consist of annual evaluations of such personnel as professional staff (higher education officers), office assistants, and college laboratory technicians.

Students

- Every month, **student representatives** from each of the design studios meet with the dean and key staff to discuss any issues of concern including academics, physical plant, and learning culture.
- Students may initiate **counseling meetings** at any time with the chair, program directors, and curricular advisors to individually voice concerns they may have about the pedagogy of the programs.
- At the end of each semester, students fill out college-mandated **Course and Teacher Surveys** (paper format) to evaluate the effectiveness of teaching methods and the clarity of pedagogical approaches. These surveys allow the chair to address any particular issues or challenges that may arise with individual faculty.
- The M Arch program director conducts year-end **exit interviews** within each class to assess programmatic strengths and weaknesses and inform modifications for the future.

Graduates

- Graduates of both programs are surveyed to assess employment and licensure rates and to identify areas of possible program improvement.

I.1.6. B Curricular Assessment and Development

In both the B Arch and M Arch programs, full-time faculty serve as **curricular area coordinators** for the major curricular areas: design, history/theory, technology, professional practice, and representation. Curricular coordinators work with faculty in their respective area to write syllabi, review coursework, conduct assessment meetings, and produce written evaluations at the end of each semester. Also at the end of each semester, the chair oversees faculty-led **studio assessment reviews** of representative student work. The written curricular area assessments and minutes from the studio assessments are then used to evaluate the strengths and weaknesses of courses and to make modifications as necessary.

The **Curriculum Committee** reviews, modifies, and approves courses. Members of the committee include the design, history/theory, and technology curricular heads along with the dean, chair, and graduate program directors who in turn confer with the faculty and subcommittees for their curricular areas. Based on the assessment structure described above 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 of the school) 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 CUNY Board of Trustees.

The dean, chair, and program directors meet annually to review and discuss the elements of the program and curricular assessment process, the mission statement, the strategic plan, and relevant institutional assessment considerations. Any suggested responses or curricular modifications that result from these meetings are communicated to curricular heads and faculty as necessary.

The following changes in the **B Arch** program resulted from the assessment structure described above:

- The design studio curriculum was reformulated as a six-semester core followed by four semesters of Advanced Studios to establish design as wide-ranging and intrinsically linked to every area of study within the program. As part of this change, fifth-year integrative design was moved to the sixth and final semester of the newly revised core.
- The technology sequence was reformulated to include more extensive exposure to sustainable passive practices; to consolidate the environmental systems courses from two to one; and to be taken earlier in the five-year sequence to prepare students for the newly designed sixth-semester integrative design studio.
- Visual Studies 1 and 2 (AES 11300 and 12300) were reformulated from a single second-year course to two courses in fall and spring of the first year. These courses are based on a new pedagogy building analogue and computational practices of representation and design upon each other.
- Select structures and technology courses are offered in summer to improve student success.

The following changes in the **M Arch** program resulted from the assessment structure described above:

- The final two semesters of the three-year studio sequence were reformulated as ARCH 85101 Advanced Studio to expose students to more diverse faculty research interests and to allow B Arch and M Arch students to work together, and to have a greater breadth of studios to select from.
- Integrative design will be moved from the third to the fourth semester, beginning in the fall of 2017, so that students have an additional semester of design and technical experience before undertaking the challenges of building integration.
- Two environmental systems courses were reformulated into a single course, ARCH 74501 Environmental Systems. This allows three credits in the third semester to be redirected to a newly required course beginning in fall 2017, ARCH 71301 Building Information Modeling, to better prepare students for integrative design.
- Select structures and technology courses are offered in summer to improve student success.
- The second-semester course ARCH 61002 Visual Studies was reformatted as modules, providing greater exposure to diverse representational methods.

Additionally, as a result of student discussion sessions with the M Arch program director and faculty curricular assessment, the following modifications have been implemented:

- Semester-long self-driven Advanced Studio option will be implemented starting in spring 2017.
- Studio cohorts will be shuffled each year to allow students to work with more of their classmates.
- An annual free ARE prep workshop is offered to aid graduating students in planning and preparing.

Surveys of M Arch graduates from 2011 to 2015 revealed that all were gainfully employed in more than 90 architectural offices in the United States and abroad. Many students felt that while the program succeeded in delivering a well-rounded education, it would benefit from greater emphasis on both BIM and career development. This dovetailed with our own program assessment, resulting in the curricular modification to add a required BIM course in the third semester of the program beginning in the fall of 2017. We have also reinforced our professional career development support in the following ways:

- Our new graduate student services manager works diligently to cultivate and publicize job postings and leverage resources from the college's Career and Professional Development Institute.

- Our new director of advancement has increased professional networking opportunities for both students and faculty, successfully connecting students with employers.
- The M Arch event series Conversations with Students has evolved into a professionally focused series including office and construction site visits and career development and portfolio review events.

Curricular Assessment and Development Chart

Party	Roles/Responsibilities	Memberships
Administration: Interim Dean, School of Architecture	• Work with chair and program directors to review program assessments in relation to school mission and strategic plan • Host Dean's Advisory Board meetings to address strategic plan • Chair monthly school-wide faculty meetings to discuss curriculum and vote on curricular changes • Conduct annual Convocation and monthly school-wide Student Advisory Committee meetings to address student concerns	• Chair, P&B Committee • Chair, Dean's Advisory Board • College Dean's Committee • Curriculum Committee • CCNY Review Committee • CCNY President's Cabinet
Administration: Chair, School of Architecture	• Coordinate B Arch and M Arch program curricular assessments with curricular heads and faculty • Report at monthly school-wide faculty meetings to discuss curriculum; conduct votes on curricular changes • Coordinate peer reviews of and share results with all tenure-track faculty • Chair monthly school-wide Curriculum Committee and Executive Committee meetings	• Chair, Curriculum Committee • P&B Committee • Chair, Executive Committee • FT Faculty
Curriculum Committee	Elected faculty members meet monthly to propose and approve changes to course offerings and assess curriculum.	Composed of dean, chair, 6 other FT faculty, 1 adjunct faculty
Curricular Area Coordinators	Set rubrics, conduct curricular area faculty meetings, produce written assessment each semester of relevant courses.	Coordinators represent history, technology, design, professional practice, visual studies, structures, site design
Design Studio Coordinators	Conduct faculty group pin-up and evaluation of selected student work with respect to studio curricular goals (twice yearly).	A coordinator is assigned to each semester in the B Arch and M Arch studio sequences
M Arch Program Director	• Coordinate M Arch studio assessments • Meet with dean and chair to discuss school mission and strategic plan • Conduct semi-annual M Arch studio faculty meetings to discuss and develop curriculum • Conduct semi-annual student meetings to assess curriculum	• Curriculum Committee • P&B Committee • Committee on Course and Standing • FT faculty
Faculty	Complete student evaluation and grading forms each semester; send to each student and share with coordinators.	

Party	Roles/Responsibilities	Memberships
Students	• Complete course and teacher surveys • Attend monthly Student Advisory Committee meetings with Dean (one representative from each studio) • Attend Convocation and information sessions, which provide opportunity to address emerging concerns	
Graduates	• Complete program assessment surveys • Maintain involvement through Architecture Alumni Group, Advisory Board, teaching, and events	

SECTION 2. PROGRESS SINCE THE PREVIOUS VISIT

Conditions Not Met

I.1.5 Self-Assessment Procedures

Visiting Team Report [2011]
For the past several years the architecture program has been going through an exciting time of rapid and significant change including the creation of a graduate program, the receipt of a large endowment that has prompted many new initiatives, the move into a new building, and the hiring of 10 new full-time faculty members. The Team appreciates the challenge of negotiating change on so many fronts and is impressed with the ability of the administration, faculty, staff and students to create/retain positive equilibrium and coherence as they have moved through this time. The administration and faculty have worked hard and made smart choices that have enabled the program to make significant advances and take full advantage of its many new and ongoing opportunities.

In this state of flux, self-assessment has taken place in informal and largely anecdotal venues such as reviews of student work and discussions at faculty meetings but has not yet been developed into a set of formal methods and metrics. A fuller, more formalized, and much more directed self-assessment, however, is critical as the SSA moves forward.

Decisions about what and how to make meaningful self-assessments must be made relative to the goals of the SSA as set forth in a finalized Strategic Plan or similar document. As noted in section I.1.4 a long-range plan including target dates, implementation strategies, and the criteria by which the success of each aspect of the plan will be measured is critical to the process of assessment.

Program Activities in Response
Since the last NAAB visit in 2011, the faculty and administration of both the B Arch and M Arch programs have formalized and clarified program and curricular assessment procedures (see Section 1.1.6 A and B and listing in Section 4 for supplementary materials). These activities have yielded a more effective process for evaluating the strengths and weaknesses of program curricula and pedagogy in relation to the strategic plan and program mission, and for making relevant changes.

The protocols for program self-assessment include faculty and staff meetings, peer evaluations, public reviews, student representative and Student Advisory Committee meetings, course and teacher surveys, exit interviews with enrolled students, and surveys of graduating students.

The protocols for curricular assessment include biannual course assessment forms written by studio coordinators and curricular heads, faculty assessment meetings of studio work open to all faculty, Curriculum Committee activities, Student Advisory Committee meetings, and the additional activities outlined in the Curricular Assessment and Development section of this report.

II.4.1 Statement on NAAB-Accredited Degrees

Visiting Team Report [2011]
The exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5, is found on the SSA web site for both the graduate and undergraduate programs. In the City College of New York Bulletin found on the CCNY web site, the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5, is found in the Undergraduate Bulletin but not in the Graduate Bulletin.

Program Activities in Response
Changes to the graduate and undergraduate bulletins are submitted to the college annually. The most current bulletin updates will be submitted to the college in September 2016, which will reflect recent curricular changes and the updated language of the 2014 NAAB Conditions for Accreditation, Appendix 1. The school website has also been updated to reflect the 2014 NAAB Conditions.

II.4.4 Public Access to APRs and VTRs

Visiting Team Report [2011]
The required resources cannot be accessed electronically nor have they been made available to the public in hard copy. They were, however, placed in the library during the team visit.

Program Activities in Response
Since the last visit, all required resources have been made publicly available electronically on the school website and as hard copies in the Architecture Library.

Causes of Concern [2011]:

A. University Communications Infrastructure

Visiting Team Report [2011]
The program's ability to communicate with students and the public is impaired by institutional information infrastructure limitations, including an email system that students are apparently reluctant to use, the lack of a database of active email addresses for the architecture student body, insufficient wireless bandwidth, and a school web site whose development, evolution and maintenance was slowed by an ineffective hosting arrangement and cumbersome, time-consuming update and maintenance problems.

Program Activities in Response
School administration and college-level administrators have worked to improve institutional infrastructure:

- **Faculty Email**: The college-wide Office of Information Technology (OIT) has deployed the Microsoft Exchange® "webmail" email service for City College's entire faculty and staff. This replaced the Pelican email system and enhanced the communications experience.
- **Student Email:** CCNY OIT also recently vastly upgraded the student email service, Citymail. Before that happened, the school's dean's office began systematically collecting students' preferred email addresses in 2012. This internal system allows a range of communications including individual messages; group e-mails based on design years, program, course, etc.; and school-wide general announcements. It remains vital and active since students are still reluctant to use Citymail.
- **Wireless Bandwidth:** CCNY OIT has twice upgraded the school's wireless infrastructure, replacing hardware in 2012 and again in 2014.
- **Website:** The school website was upgraded to a new platform in September 2012, affording a vastly improved user experience and ease of updates. The school is launching a newly redesigned, mobile-responsive website in fall 2016 that has a user-friendly content management system.
- **CUNYfirst:** In 2013-14, the college moved onto CUNY's highly customized Oracle-based enterprise system, CUNYfirst. For students, it serves as a self-service platform for schedules, course registration, academic history, billing and payments, and, since 2016, financial aid. It is also utilized for communications, reporting, finances, personnel, purchasing, and a host of other administrative functions.

B. Building Refinement

Visiting Team Report [2011]
Faculty and students want a café in their new facility. Since this is a 24/7 facility, it would be safer to have such a facility within the Spitzer School of Architecture. This building refinement would also provide a place for interaction between and among faculty and students.

Program Activities in Response
After years of college-level planning and negotiation, the school succeeded in opening its own café. In full operation since summer 2013, the so-called i-Bean Café serves coffee and other beverages along with healthy and high-quality light meals and snacks supplied by a local restaurant. Located on the second floor, just off the atrium and main stairwell, and adjacent to a public area with tables and seating, it quickly became a center for informal meeting and casual interchange and remains an attractive and important hub for students, faculty, visitors, and administrators. It increases student safety and comfort and also confidentially provides food free of charge to the neediest students.

C. Level of Need-Based Scholarship Funding

> ***Visiting Team Report [2011]***
> *Although the tuition is very reasonable at the Spitzer School of Architecture, the ability to provide some level of need-based scholarship funding would meet both the mission of the CCNY and allow the school to attract students who are offered funding at competing institutions.*

Program Activities in Response
In 2012 the school began funding Spitzer Tuition Scholarships, which award an amount equal to in-state tuition and fees to four undergraduate and four graduate students for two consecutive semesters each academic year. Awards are based on academic merit and financial need. The school's new advancement officer is successfully cultivating new scholarship opportunities. More detailed information about scholarships is provided in Financial Resources in Section 3, below.

In addition to these dedicated scholarships, if a student with a true financial emergency situation comes to the attention of the school administration, an attempt is always made to supply aid (books, studio supplies, etc.) and food from the café as the case may warrant.

Tuition and fees for both architecture programs remain remarkably low, especially for the Northeast region. This makes the programs very attractive, especially when compared with nearby institutions that have had to implement tuition charges for the first time or raise tuition at higher rates than CUNY.

D. Staff Support for New Programs

> ***Visiting Team Report [2011]***
> *Three new programs—Master of Architecture, Master of Landscape Architecture, and Master of Urban Design—have been added to the responsibilities of the current staff. Additional staff support would greatly improve the service to these programs.*

Program Activities in Response
Since 2012, in direct response to staff comments, the Spitzer School has bolstered support staff at all levels—school-wide, graduate-specific, and undergraduate-specific—by securing funding for three new high-level administrative lines, assigning full-time faculty to advisory roles, and hiring three new college assistants.

The first new fully funded and permanent Higher Education Officer (HEO) employee line was secured in the early spring of 2012. That position was dedicated to a director of operations (DO) and after a successful search was filled with an individual who has proven to be extremely effective. This, along with some minor reorganization of job responsibilities and some spatial changes to the administrative areas, significantly improved and increased administrative and logistical support of all programs. Several clerical positions were reorganized to further improve the support of programs and faculty. The DO manages all student and faculty requests with regards to facilities and program support. The position has an expanded role to coordinate the academic calendar with advisors and facilities.

In 2014, the school created a second new HEO position, graduate student services manager (GSSM),

and hired its current administrator after a successful search. The GSSM manages all aspects of the graduate students' academic life from admissions to graduation. The GSSM meets and communicates regularly with graduate students and highlights any concerns to administrative colleagues and faculty as required. The creation of this position resulted in the B Arch program gaining a second full-time, dedicated HEO academic advisor in 2014. Additionally, two full-time faculty members were assigned to work with the B Arch advisors on undergraduate admissions.

In 2015, the school created another new HEO position, director of advancement (DO). With the support of the college, the position was staffed via a reassignment. The DO manages all advancement and development initiatives in coordination with the dean and supports student and faculty initiatives by assisting with their programmatic, communications, and funding needs.

In 2014, the school also created a new line for a college assistant to assist the GSSM. This supplements the two lines for college assistants that were previously created to assist the executive assistant to the dean and the DO.

Changes to the Programs as a Result of Changes to the Conditions

To address a series of shared curricular, student-outcome, and faculty-development goals within the architecture programs, and in response to the new 2014 NAAB SPC Realm C.1 Research and C.2 Integrated Evaluations and Decision Making Process, the **Advanced Studio** courses were created. These vertically integrated studios bring together fourth- and fifth-year B Arch students, third-year M Arch I students, and M Arch II students in a lottery each fall and spring. Studio briefs are coordinated to deliver highly diverse, organized topics of mission and curricular significance while responding to each individual faculty member's research interests. Advanced Studios emphasize research and encourage students to focus on the diverse ways in which design decisions result from interpreting knowledge across a wide array of content areas and systems. Students utilize their foundational architectural knowledge to assess the implications of various conditions that impact design such as zoning, code, client needs, site conditions, program demands, emergent technologies, and environment. They also identify key problems for themselves within studio assignments, set evaluative criteria, analyze solutions, and predict effectiveness of implementation. ARCH 51000 Advanced Studio (B Arch) and ARCH 85101 Advanced Studio (M Arch) replace B Arch courses ARCH 47100, 48100, 51100, and 52100 and M Arch courses ARCH 85100 and ARCH 86100.

After an assessment process, the **construction technology sequence** has been consolidated from four to three semesters. The new sequence consists of ARCH 24501, 35501, and 36501 in B Arch and ARCH 61301, 62301, and 74501 in M Arch. In the B Arch program, these courses have been placed in the fourth, fifth, and sixth semesters to align with the placement of ARCH 36101 Core Studio 6 (Integration) in the sixth semester. With this new sequence, and with the structures course sequence, all of the Realm B SPC are met prior to or concurrent with this studio.

In response to SPC B.2 **Site Design**, B Arch course ARCH 35302 Site Technology and M Arch course ARCH 73500 Site Design were modified in content to reflect the growing impact of urbanization on the discipline. This revised course was relocated in the B Arch sequence to the third semester, to be taken concurrently with ARCH 23000 Core Studio 3 (Cities).

B Arch

The first six semesters of design in the B Arch program were updated beginning in fall 2015 into a **"core" sequence** to better reflect the current strengths, goals, and missions of the Spitzer School overall and the architecture programs in particular. The 2014 NAAB SPC were considered as part of these changes. As the new design curriculum was implemented and assessed, it was determined after the end-of-semester faculty assessment of studio work that the two second- year core studios would swap concentrations to better align with the architectural history sequence. The resultant series of themes in the core studios, to be fully implemented in 2016-17, is as follows:

- ARCH 11100 Core Studio 1 (Craft) 2014 SPC A.1 and A.2

- ARCH 12000 Core Studio 2 (Environment) 2014 SPC A.3 and A.4
- ARCH 23000 Core Studio 3 (Cities) 2014 SPC A.8 and B.2
- ARCH 24000 Core Studio 4 (Histories) 2014 SPC A.5 and A.6
- ARCH 35101 Core Studio 5 (Assemblies) 2014 SPC B.4, B.8 and B.10
- ARCH 36101 Core Studio 6 (Integration) 2014 SPC B.3 and C.3

M Arch

ARCH 73100 Architecture Studio 1.3 in the M Arch program has been modified to place greater emphasis on Defining Perspective D: Stewardship of the Environment and to reflect a shift in thinking from 2009 B.6 Comprehensive Design to 2014 C.3 Integrative Design. This has meant a move away from past years' exclusive focus on stand-alone buildings with narrowly defined sites and toward projects that consider integration as inclusive of the urban landscape, infrastructure, and broader scales of environmental thinking.

Also in the M Arch program, to better address Defining Perspective C. Professional Opportunity, the Conversations with Students lecture series was reformulated to include an array of events that focus on **professional development**, practice, and construction, including office tours, construction site visits, and career/portfolio review events with practicing architects and City College alumni. To address Defining Perspective C. Professional Opportunity and D. Design, we have also added new required courses ARCH 85200 Design Seminar 1 and ARCH 85201 Design Seminar 2 in the fifth and sixth semesters, which will expose students to the theory and design work of a changing roster of visiting architects.

SECTION 3. COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

I.2.1 Human Resources and Human Resource Development

Full-Time Faculty Resumes
Current full-time faculty members in the Architecture Department who have teaching responsibilities in the B Arch and M Arch programs are listed below. One-page resumes of each are available in PDF format via the link in Section 4 and on the Spitzer School website. Resumes for recurring adjunct professors are also listed on the website. The CUNY contract requires that faculty in professorial ranks teach 21 hours per year. “Hours” are determined from a person’s weekly teaching load of time scheduled in the classroom. A typical load for a full-time faculty member would consist of one studio course and one lecture course per semester. The department chair coordinates and reviews teaching and administrative assignments for each faculty member, including committee work, to balance the workloads.

Jacob Alspector	Associate Professor, tenure-track
Ahu Aydogan Akseli	Assistant Professor, tenure-track
Nandini Bagchee	Assistant Professor, tenure-track
Cesare Birignani	Assistant Professor, tenure-track
Hillary Brown	Professor
Lance Jay Brown	Professor
Mi Tsung Chang	Assistant Professor
Jeremy Edmiston	Associate Professor
Alan Feigenberg	Professor
Gordon Gebert	Professor, Interim Dean
Peter Gisolfi	Professor
Marta Gutman	Professor
Bradley Horn	Associate Professor, Director of M Arch Program
Francis Leadon	Associate Professor
Fabian Llonch	Associate Professor
Frank Melendez	Assistant Professor, tenure-track
Dominick R. Pilla	Associate Professor, tenure-track
Julio Salcedo-Fernandez	Associate Professor, Chair of Department of Architecture
Elisabetta Terragni	Associate Professor
Christian Volkmann	Associate Professor
Sean Weiss	Assistant Professor, tenure-track
June Williamson	Associate Professor

Distinguished Visiting Professors
Each semester, two distinguished visiting professors, active in practice, are typically invited to join the architecture faculty to teach an Advanced Studio and a seminar and deliver a public lecture. Individuals appointed in this capacity for a semester between 2012 and 2016 include:

Karen Bausman	Karen Bausman + Associates
Ann Beha	Ann Beha Architects
Sara Caples	Caples Jefferson Architects
Yolande Daniels	studioSUMO
Brian Healy	Brian Healy Architects
John Hong	SdD Architecture + Urbanism
Carla Juaçaba	Carla Juaçaba Arquiteta
Judith Leclerc	Coll-Leclerc Arquitectos
Audrey Matlock	Audrey Matlock Architect
Michael Meredith	MOS Architects
Jinhee Park	SdD Architecture + Urbanism
Shawn Rickenbacker	Rickenbacker + Leung

Joseph Tanney Resolution: 4 Architecture
Claire Weisz WXY Architecture and Urban Design

Matrix of Faculty Teaching Assignments
The following pages comprise the teaching assignments for the 2014-15 and 2015-16 academic years, including the summer terms. A supplemental matrix for the 2016-17 academic year will be prepared and made available at least 30 days in advance of the NAAB team visit and will be placed in the team room.

B Arch and M Arch Faculty Credentials, Fall 2014

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
ALICEA, Venesa	Adjunct. President, CCNY Architecture Alumni. AIA NY Alternate Director for Professional Development. AIA National Associates Committee. AIANY Emerging New York Architects Committee.	ARCH 51362 Coop Internship
ALSPECTOR, Jacob	Assoc. Professor. Recognized practitioner, specializing in educational and cultural architecture, including competition-winning, innovative high-performance libraries and mixed-use facilities for universities and K-12 schools.	ARCH 51100 Comprehensive Design 1
AYDOGAN AKSELI, Ahu	Asst. Professor. Architectural designer and researcher; focuses on the development of a dynamic filtration system to clean indoor air and reduce energy consumption.	ARCH 35301 Construction Technology 1 (lecture + section) ARCH 61300 Materials/Construction 1 (lecture + section) ARCH 47302 Construction Technology 3 (lecture + section) ARCH 61500 Environmental Systems 1 (lecture + section)
BAGCHEE, Nandini	Asst. Professor. Architect with an active practice; research focuses on space, politics, and the potential for urban transformation through citizen's initiatives.	AES 23000 Communications Workshop 3 (+ Coordinator)
BIRIGNANI, Cesare	Asst. Professor. Architect and historian. Research interests: early modern European architecture and urbanism; architectural theory; historiography of architecture.	AES 23202 Survey of World Architecture 1 (section) ARCH 73201 Survey of World Architecture 3 (section) ARCH 74505/51291 History of European City
BROWN, Hillary	Professor, Director of MS Sustainability as of 2016. Ecological building design, theory, and practice; sustainable cities (urban ecology); sustainable infrastructure (integrated systems): researching case studies for developed as well as developing nations.	ARCH 47100 Design Studio 3 (consultant)
BROWN, Lance Jay	Professor. Architect. Current activities continue to focus on the design of buildings and the urban realm encouraging a focus on the issues of equity, public space, resiliency, and climate change.	ARCH 51100 Comprehensive Design 1

B Arch and M Arch Faculty Credentials, Fall 2014

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
CHANG, Mi Tsung	Asst. Professor. Recognized expert in computer technology in architecture. Publishes in the area of emerging digital technologies in architecture.	AES 23300 Introduction to Digital Media
		ARCH 51348/63114 Computer Rendering
COLLINS, Timothy	Adjunct. Architect on international mixed-use developments, residential projects with a specific focus on custom interiors, and has lectured on the architecture model.	ARCH 47100 Design Studio 3
CUONO, Ciro	Adjunct. Structural engineer in practice for more than 15 years throughout the metropolitan area. Founded Cuono Engineering in 2012; involved with all aspects of the firm's work, which includes high-end residential and commercial projects.	ARCH 35401 Structures 2 (sections)
DI ORONZO, Antonio	Adjunct. Architect; principal of NYC-based Bluarch Architecture + Interiors + Lighting (founded in 2004), specializing in hospitality projects.	AES 23000 Communications Workshop 3
EATMAN, Alfred	Adjunct. Registered architect. Provides comprehensive architectural and design services for various building types including residential, commercial, institutional, and educational facilities.	ARCH 35301 Construction Technology 1 (section)
		ARCH 61300 Materials/Construction 1 (section)
EDMISTON, Jeremy	Assoc. Professor. Architect; principal at SYSTEMarchitects. Originally from Sydney, Australia, he moved to the U.S. when he won the Fulbright, Harkness, and Byera Hadley scholarships all in the same year.	ARCH 51100 Comprehensive Design 1
		ARCH 51313/63134 Re-Imagining Tall Buildings for Sustainability
FEIGENBERG, Alan	Professor, Director of MS in Urban Sustainability (until 2016). Chair of CCNY chapter and university-wide officer of PSC-CUNY, teaches construction technology and award-winning electives.	ARCH 35301 Construction Technology 1 (lecture)
		ARCH 61300 Materials/Construction 1 (lecture)
		ARCH 51374/63111 Louis Kahn
FOYO, Alberto	Adjunct. Architect in global practice. A book about his master plan initiative for Gaza is being published in New Zealand. He has lectured on the topic of social housing in Spain, Ukraine, England, and New Zealand.	ARCH 35100 Design Studio 1
GISOLFI, Peter	Professor. Architect and landscape architect, and founding principal of Peter Gisolfi Associates, a Westchester County-based firm known for the design of intrinsically sustainable buildings and sites.	ARCH 47100 Design Studio 3
		ARCH 35302 Site Technology (lecture)
		ARCH 73500 Site Design (lecture)

B Arch and M Arch Faculty Credentials, Fall 2014

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
GONCLAVES, Domingo	Adjunct. 20+ years of experience as designer, space planner, and architect. Expert in BIM and parametric modeling; worked as Studio BIM Leader and BIM Manager for some of the top firms in the world.	ARCH 51312/71301 Building Informational Modeling
GUTMAN, Marta	Professor. Specialist in the history of architecture and urbanism in the United States. Recently published *A City for Children: Women, Architecture, and the Charitable Landscapes of Oakland, 1850-1950* (Chicago, 2014).	ARCH 35202/73201 Survey of World Architecture 3 (lecture + section) ARCH 51410/63137 Critical Theory: Words and Buildings
HARITOS, Athanasios	Adjunct. Architect in active practice; teaching introductory studios at CCNY since 1998.	AES 23000 Communications Workshop 3
HAYES, Adam	Adjunct. Architect and principal of Openshop, a design and branding practice informed by an ethos of "deep play." Early experiences such as time in Genoa at the Renzo Piano Building Workshop planted the seeds of a new way of seeing.	ARCH 61100 Architecture Studio 1.1
HEALY, Brian	Visiting Professor. Architect and principal of Brian Healy Architects, a Boston-based firm with an extensive record of creative activity, community service, and professional achievements, including over 50 national and regional awards.	ARCH 85100 Architecture Studio 1.5
HEITLER, Joshua	Adjunct. Architect, partner of Lacina Heitler Architects since 2003. Oversees professional consulting services geared toward corporate, institutional, residential, and retail clients; projects include Drybar salons nationwide and hotels in Las Vegas.	ARCH 51200 Architectural Management
HOCEK, Ali C.	Adjunct. Architect, specializing in prefabricated building systems; cast-iron building restoration; coastal resiliency techniques and their application. Established an exchange program with Bahçeşehir University in Istanbul.	ARCH 73100 Architecture Studio 1.3
HOPPER, Leonard	Adjunct. Landscape architect. Editor-in-chief of the first ed. of *Landscape Architectural Graphic Standards,* author of *Graphic Standards Field Guides* to both hardscapes and softscapes, technical advisor to the Sustainable Sites Initiative.	ARCH 35302 Site Technology (lecture + section) ARCH 73500 Site Design (lecture + section)
HORN, Bradley	Assoc. Professor and Director of Master of Architecture Program. Writer, critic, awarded numerous grants for scholarship on contemporary architectural pedagogy. Principal, Berman Horn Studio LLP, highly published architecture firm.	ARCH 61100 Architecture Studio 1.1

B Arch and M Arch Faculty Credentials, Fall 2014

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
HOTSON, David	Adjunct. Architect; principal of award-winning firm; received M Arch degree from the Yale University School of Architecture.	ARCH 35100 Design Studio 1
IGLEHART, Lewis	Adjunct. Architect in New York and a member of the AIA; provides consulting services to architects in the U.S. and abroad.	ARCH 51322/63157 Advanced Presentation Techniques
JUDELSON, David	Adjunct. Acclaimed sculptor with background in architecture. Author of *Freedom to Create* (2010), a book about creativity.	AES 11100 Communications Workshop 1
KAPLAN, Susan	Adjunct. Specifier with 25 years of experience, director of specifications and sustainability at HLW International. In her role as specifier, she continually evaluates product quality and green claims.	ARCH 31201/63201 Perspectives in Sustainable Materials
KEITH, Vanessa	Adjunct. Architect and principal at StudioTEKA, a Brooklyn-based studio specializing in environmentally innovative architecture, interiors, and urban design; M Arch from UPenn and Master of International Affairs from Columbia University.	ARCH 51100 Comprehensive Design 1
KEVERLING BUISMAN, Floris	Adjunct. Expert consultant on high-performance building materials and products; expert on passive house techniques; MSc from the Delft University of Technology.	ARCH 51349/63102 Low Energy Buildings
KREVLIN, Joan	Adjunct. Architect and partner of BKSK Architects; clients include many New York institutions such as the New York Hall of Science and City of New York Parks & Recreation. Recognized expert in sustainable design and learning environments.	ARCH 51100 Comprehensive Design 1
LLONCH, Fabian	Assoc. Professor. Architect in practice, with numerous built works in Argentina and elsewhere. Received the Faculty of the Year award from the student organization CCAP in 2005 and a Longevity Award from the college in 2010.	AES 11100 Communications Workshop 1
MARTOS, Christian	Adjunct. Structural engineer with over 10 years of working and 3 years of teaching experience, involved in all phases of design using concrete, timber, steel, and masonry framing.	ARCH 73400 Structures 2 (section)

B Arch and M Arch Faculty Credentials, Fall 2014

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
MELENDEZ, Frank	Asst. Professor. Architectural designer; research focuses on the advancement of architectural design through the integration of emerging digital technologies, engaging computation, ecology, fabrication, synthetic materials, physical computing, robotics.	AES 23000 Communications Workshop 3 AES 23300 Introduction to Digital Media
MONGITORE, Donald	Adjunct. Engineer; designed HVAC systems for the following types of new and renovated buildings: high- and low-rise office buildings, rare book libraries, university projects, computer centers, musical studios, and theatrical spaces.	ARCH 47302 Construction Technology 3 (lecture + section) ARCH 61500 Environmental Systems 1 (lecture)
OSTROFF, Irma	Adjunct. Artist; works in a wide variety of materials and media, figurative and abstract, devoted to drawing and the formal properties of the two-dimensional plane. She has exhibited widely and is represented in many collections.	AES 20100 Architectural Drawing ARCH 51365 Curating Architecture
PARK, Jinhee	Visiting Professor. Architect; principal of SsD; awards include 2015 Best in Competition from AIANY, 2012 Architecture Vanguard from *Architectural Record*, and 2009 AIA Young Architects Award.	ARCH 85100 Architecture Studio 1.5
PETROCCA, Kenneth	Adjunct. Landscape architect, graduate of CCNY; extensive professional experience with NYC agencies and presently regional manager of the "Build It Back" program at the New York City Department of Design and Construction.	ARCH 35302 Site Technology (lecture + section) ARCH 73500 Site Design (lecture + section)
PILLA, Dominick	Assoc. Professor. Structural engineer and architect. He is also principal and founder of Dominick R. Pilla Associates, PC.	ARCH 35401 Structures 2 (lecture + sections) ARCH 73400 Structures 2 (lecture + section)
ROSA, Ivan	Adjunct at Spitzer School for 15+ years. Architect and project manager with 20+ years experience at various large NYC firms. He has overseen numerous large projects for new building design and major interior renovations.	ARCH 35100 Design Studio 1
RUSSELL, James S.	Adjunct. Architecture critic, journalist, and consultant. Author of *The Agile City* (Island Press, 2011), and writer for publications like *Architectural Record, Bloomberg News, New York Times,* and more.	ARCH 51409/63140 Developing Communications
SALCEDO-FERNANDEZ, Julio	Assoc. Professor and Chair of Architecture Department. Architect in active practice. Highly awarded work explores architecture's relationship to urbanism and landscape.	ARCH 47100 Design Studio 3 ARCH 85600 Professional Practice
SCELSA, Jonathan	Adjunct. Architect; research involves formal experimentation with new computational	ARCH 51403/63161 Digital Design and Fabrication

B Arch and M Arch Faculty Credentials, Fall 2014

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
	processes that yield optical and illusionary spatial results.	ARCH 85300 Advanced Computing
SILKWORTH, Jay Cramer	Adjunct. Practicing Professional Engineer designing enclosures and HVAC systems for super low-energy passive house buildings in NYC and the Hudson Valley.	ARCH 51349/63102 Low Energy Buildings
STIGSGAARD, Martin	Adjunct. Architect with 15+ years of experience in large complex museum and residential projects. Born in Denmark, degrees from the Royal Academy of Fine Arts in Copenhagen and the University of Washington as the Valle Scholarship recipient.	ARCH 73100 Architecture Studio 1.3
TERRAGNI, Elisabetta	Assoc. Professor. Architect with practice in Europe and the United States. Work extends from the analysis of hand-motion to the transformation of abandoned industrial/military infrastructures.	AES 11100 Communications Workshop 1 (+ Coordinator)
TWOMBLY, Robert	Adjunct. Architectural historian; author of numerous architectural monographs including books on A.J. Downing, Frank Lloyd Wright, F.L. Olmsted, Louis Kahn, and Louis Sullivan.	ARCH 51374/63111 Louis Kahn
VECERKA, Albert	Adjunct. Professional architectural photographer with Esto and CCNY graduate. His architectural photography has been widely published in architectural and design magazines, periodicals, and books, and contributed to numerous design awards.	ARCH 51388/63128 Architecture and Photography
VOLKMANN, Christian	Assoc. Professor. Architect specializing in comprehensive design and integration of advanced building technologies and sustainability strategies to develop design-build capacities within the realm of architecture.	ARCH 35100 Design Studio 1 (+ Coordinator)
		ARCH 35301 Construction Technology 1 (lecture)
		ARCH 61300 Materials/Construction 1 (lecture)
		ARCH 47302 Construction Technology 3 (lecture + section)
		ARCH 61500 Environmental Systems 1 (lecture)
WEINTRAUB, Lee	Professor. Landscape architect, founding principal of Weintraub Diaz Landscape Architecture LLC, an award-winning firm with an extensive portfolio of public and civic park projects.	ARCH 51361/63148 Cross Discipline Select Design
WEISS, Sean	Asst. Professor. Historian of architecture and urbanism. His work explores the sociovisual histories of building, cities, and infrastructure after 1800.	AES 23202/ARCH 61201 Survey of World Architecture 1 (lecture + sections)
		ARCH 51401/73101 Gaudí and the Architectural Culture of the Fin de Siècle

B Arch and M Arch Faculty Credentials, Fall 2014

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
WILLIAMSON, June	Assoc. Professor. Architect; recognized urban design scholar with focus on case studies and competitions for suburban retrofitting. Recently published *Designing Suburban Futures: New Models from Build a Better Burb* (Island Press, 2013).	ARCH 47100 Design Studio 3 (+ Coordinator)
		ARCH 51404/UD 63101 Reading the North American Metropolis
WINES, Suzan	Adjunct. Architect and principal at I-Beam Design. The firm is currently designing a 300,000 sf commercial/industrial project on Long Island.	AES 11100 Communications Workshop 1
YAZDANSETA, Farzam	Adjunct. Architectural designer; expert in digital design media and visualization. Has worked at Eisenman Architects and Reiser + Umemoto; MS AAD degree from Columbia's GSAPP and M Arch from U of Maryland.	ARCH 61001 Digital Techniques

B Arch and M Arch Faculty Credentials, Spring 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
ALICEA, Venesa	Adjunct. President, CCNY Architecture Alumni. AIA NY Alternate Director for Professional Development. AIA National Associates Committee. AIANY Emerging New York Architects Committee.	ARCH 51363 Coop Internship
ALSPECTOR, Jacob	Assoc. Professor. Recognized practitioner, specializing in educational and cultural architecture, including competition-winning, innovative high-performance libraries and mixed-use facilities for universities and K-12 schools.	ARCH 52100 Comprehensive Design 2
AYDOGAN AKSELI, Ahu	Asst. Professor. Architectural designer and researcher; focuses on the development of a dynamic filtration system to clean indoor air and reduce energy consumption.	ARCH 36100 Design Studio 2
		ARCH 36301 Construction Technology 2 (lecture + section)
		ARCH 48301 Construction Technology 4 (section)
BAGCHEE, Nandini	Asst. Professor. Architect with an active practice; research focuses on space, politics, and the potential for urban transformation through citizen's initiatives.	AES 24000 Communications Workshop 4 (+ Coordinator)
		AES 24001 Portfolio Review
BAKSHI, Arpan	Adjunct. Architect, engineer, and sustainability performance expert. Has worked in top firms, including Foster + Partners, SOM, and YR&G, OMA's sustainability consultants.	ARCH 74500 Environmental Systems 2 (section)
BIRIGNANI, Cesare	Asst. Professor. Architect and historian. Research interests: early modern European architecture and urbanism; architectural theory; historiography of architecture.	AES 24202/ARCH 62201 Survey of World Architecture 2
		ARCH 36202 Survey of World Architecture 4 (section)
		ARCH 51448/63204 Under Surveillance: Spaces and Tech.

B Arch and M Arch Faculty Credentials, Spring 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
BROWN, Hillary	Professor, Director of MS Sustainability as of 2016. Ecological building design, theory, and practice; sustainable cities (urban ecology); sustainable infrastructure (integrated systems): researching case studies for developed as well as developing nations.	ARCH 57403/61388 Case Studies in Sustainability ARCH 48100 Design Studio 4 (Consultant)
BROWN, Lance Jay	Professor. Architect. Current activities continue to focus on the design of buildings and the urban realm encouraging a focus on the issues of equity, public space, resiliency, and climate change.	ARCH 52100 Comprehensive Design 2 (+ Coordinator) ARCH 51406/63209 Design for Risk
CHANG, Mi Tsung	Asst. Professor. Recognized expert in computer technology in architecture. Publishes in the area of emerging digital technologies in architecture.	ARCH 51348/63114 Computer Rendering ARCH 51312/71301 Building Informational Modeling
COLLINS, Timothy	Adjunct. Architect on international mixed-use developments, residential projects with a specific focus on custom interiors, and has lectured on the architecture model.	ARCH 48100 Design Studio 4
CUONO, Ciro	Adjunct. Structural engineer in practice for more than 15 years throughout the metropolitan area. Founded Cuono Engineering in 2012; involved with all aspects of the firm's work, which includes high-end residential and commercial projects.	AES 24303 Elem. Structural Analysis & Behavior (sections) ARCH 36401 Structures 2—Concrete (section) ARCH 74400 Structures 3—Concrete (section)
EATMAN, Alfred	Adjunct. Registered architect. Provides comprehensive architectural and design services for various building types including residential, commercial, institutional, and educational facilities.	ARCH 62300 Materials/Construction 2 (sections)
EDMISTON, Jeremy	Assoc. Professor. Architect; principal at SYSTEMarchitects. Originally from Sydney, Australia, he moved to the U.S. when he won the Fulbright, Harkness, and Byera Hadley scholarships all in the same year.	ARCH 52100 Comprehensive Design 2 ARCH 51449/63205 Pencil Meets Button
ETLIN, Richard	Adjunct. Distinguished architectural historian; author of numerous books on European architecture from the 18th-20th centuries, including *Symbolic Space: French Enlightenment Architecture and Its Legacy* (U of Chicago, 1996).	ARCH 51320/64001 History of Structural Form
FEIGENBERG, Alan	Professor, Director of MS in Urban Sustainability (until 2016). Chair of CCNY chapter and university-wide officer of PSC-CUNY, teaches construction technology and award-winning electives.	ARCH 36301/62300 Construction Technology 2 (lecture) ARCH 51447 The Dialectics of Architecture and Education

B Arch and M Arch Faculty Credentials, Spring 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
FOYO, Alberto	Adjunct. Architect in global practice. A book about his master plan initiative for Gaza is being published in New Zealand. He has lectured on the topic of social housing in Spain, Ukraine, England, and New Zealand.	ARCH 48100 Design Studio 4
		ARCH 51449/63205 Pencil Meets Button
GRIFFIN, Toni	Professor. Director of J. Max Bond Center on Design for the Just City. Architect and planner; founder of Urban Planning and Design for the American City; Project Director of the Detroit Works Project.	UD 62008 Design for the Just City
GONCLAVES, Burt	Adjunct. 20+ years of experience as designer, space planner, and architect. Expert in BIM and parametric modeling; worked as Studio BIM Leader and BIM Manager for some of the top firms in the world.	AES 23300 Introduction to Digital Media
GONZALEZ, Domingo	Adjunct. Practicing architectural lighting design for the last 38 years, serving as the lead designer on over 1,500 projects worldwide.	ARCH 48301 Construction Technology 4 (lecture + section)
		ARCH 74500 Environmental Systems 2 (lecture)
GUTMAN, Marta	Professor. Specialist in the history of architecture and urbanism in the United States. Recently published *A City for Children: Women, Architecture, and the Charitable Landscapes of Oakland, 1850-1950* (Chicago, 2014).	ARCH 51452/63210 Film, Architecture and Cities in Modernity
		ARCH 86030 Race, Space and Architecture in the US
HARITOS, Athanasios	Adjunct. Architect in active practice; teaching introductory studios at CCNY since 1998.	AES 24000 Communications Workshop 4
HEITLER, Joshua	Adjunct. Architect, partner of Lacina Heitler Architects since 2003. Oversees professional consulting services geared toward corporate, institutional, residential, and retail clients; projects include Drybar salons nationwide and hotels in Las Vegas.	ARCH 51200 Architectural Management
		ARCH 85600 Professional Practice
HOCEK, Ali C.	Adjunct. Architect, specializing in prefabricated building systems; cast-iron building restoration; coastal resiliency techniques and their application. Established an exchange program with Bahçeşehir University in Istanbul.	ARCH 36100 Design Studio 2
HORN, Bradley	Assoc. Professor and Director of Master of Architecture Program. Writer, critic, awarded numerous grants for scholarship on contemporary architectural pedagogy. Principal, Berman Horn Studio LLP, highly published architecture firm.	ARCH 62100 Architecture Studio 1.2

B Arch and M Arch Faculty Credentials, Spring 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
HOTSON, David	Adjunct. Architect; principal of award-winning firm; received M Arch degree from the Yale University School of Architecture.	ARCH 48100 Design Studio 4
IGLEHART, Lewis	Adjunct. Architect in New York and a member of the AIA; provides consulting services to architects in the U.S. and abroad.	ARCH 51322/63101 Advanced Presentation Techniques
JOHNSON, Michael	Adjunct. Research and publications on digital sociology, architecture, and institutional risk focused on quantitative analysis and modeling of face-to-face behavior. Awarded 2014-15 SCUP Chapman Prize.	ARCH 51369/61369 The Measure of the Human Condition
JUDELSON, David	Adjunct. Acclaimed sculptor with background in architecture. Author of *Freedom to Create* (2010), a book about creativity.	AES 12000 Communications Workshop 2
KREVLIN, Joan	Adjunct. Architect and partner of BKSK Architects; clients include many New York institutions such as the New York Hall of Science and City of New York Parks & Recreation. Recognized expert in sustainable design and learning environments.	ARCH 52100 Comprehensive Design 2
LEADON, Francis	Assoc. Professor. Registered architect. Research focus on the history of public space in NYC; he is coauthor of the *AIA Guide to New York City*, 5th ed. (Oxford, 2010) and the upcoming *Broadway: A History of New York City in Thirteen Miles* (Norton).	AES 12000 Communications Workshop 2 AES 21200 The Built Environment of New York City
LIN, Cheng-Yi	Adjunct. Architect; M Arch from RISD and BS in Arch. from National Cheng Kung University, Taiwan; has worked as PM for BKSK Architects and Marpillero Pollak Architects. Researches human experiential senses, building performance, and materiality.	ARCH 36301 Construction Technology 2 (sections)
LLONCH, Fabian	Assoc. Professor. Architect in practice, with numerous built works in Argentina and elsewhere. Received the Faculty of the Year award from the student organization CCAP in 2005 and a Longevity Award from the college in 2010.	ARCH 74100 Architecture Studio 1.4
MANOFF, Einat	Adjunct. Urban designer and environmental psychologist. Research interests include: the politics of space, urbanism within “states of emergency,” generative utopias, exploring issues of internal displacement and refugees through the lens of planning.	UD 62007 Theory of Urban Design: Radical Urbanism

B Arch and M Arch Faculty Credentials, Spring 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
MARTOS, Christian	Adjunct. Structural engineer with over 10 years of working and 3 years of teaching experience, involved in all phases of design using concrete, timber, steel, and masonry framing.	ARCH 36401 Structures 2- Concrete (lecture + sections)
		ARCH 74400 Structures 3- Concrete (lecture + section)
MELENDEZ, Frank	Asst. Professor. Architectural designer; research focuses on the advancement of architectural design through the integration of emerging digital technologies, engaging computation, ecology, fabrication, synthetic materials, physical computing, robotics.	AES 24000 Communications Workshop 4
MEREDITH, Michael	Visiting Professor. Architect and principal of MOS, an internationally recognized architecture practice based in New York. His writing has appeared in *Artforum, LOG, Perspecta, Praxis, Domus,* and *Harvard Design Magazine.*	ARCH 86100 Architecture Studio 1.6
MONGITORE, Donald	Adjunct. Engineer; designed HVAC systems for the following types of new and renovated buildings: high- and low-rise office buildings, rare book libraries, university projects, computer centers, musical studios, and theatrical spaces.	ARCH 48301 Construction Technology 4 (lecture + section)
		ARCH 74500 Environmental Systems 2 (lecture)
OSLER, Robin	Adjunct. Architect; established the architectural firm EOA/Elmslie Osler Architect in 1996. She obtained her BS in Architecture from the University of Virginia in 1987 and her M Arch from Yale University in 1990.	AES 24000 Communications Workshop 4
OSTROFF, Irma	Adjunct. Artist; works in a wide variety of materials and media, figurative and abstract, devoted to drawing and the formal properties of the two-dimensional plane. She has exhibited widely and is represented in many collections.	AES 20100 Architectural Drawing
		ARCH 51387 Discovering Form in Nature
PILLA, Dominick R.	Assoc. Professor. Structural engineer and architect. He is also principal and founder of Dominick R. Pilla Associates, PC.	AES 24303/62401 Element. Structural Analysis & Behavior (lecture + sections)
		ARCH 51450/63206 Structure Anatomy of Buildings
ROSA, Ivan	Adjunct at Spitzer School for 15+ years. Architect and project manager with 20+ years experience at various large NYC firms. He has overseen numerous large projects for new building design and major interior renovations.	ARCH 35100 Design Studio 1

B Arch and M Arch Faculty Credentials, Spring 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
SALCEDO-FERNANDEZ, Julio	Assoc. Professor and Chair of Architecture Department. Architect in active practice. Highly awarded work explores architecture's relationship to urbanism and landscape.	ARCH 74100 Architecture Studio 1.4
SCELSA, Jonathan	Adjunct. Architect; research involves formal experimentation with new computational processes that yield optical and illusionary spatial results.	ARCH 51451/63207 Pre-Computation Parametric Plan Geometries
		ARCH 61002 Visual Studies
STIGSGAARD, Martin	Adjunct. Architect with 15+ years of experience in large complex museum and residential projects. Born in Denmark, degrees from the Royal Academy of Fine Arts in Copenhagen and the University of Washington as the Valle Scholarship recipient.	ARCH 48100 Design Studio 4
STUDER, Meg	Lecturer in Landscape Architecture. Her research explores the quantitative constructions of environment within modern governmentality, combining archival and computational tools.	ARCH 63208 Maps, Matter, Metabolisms
TERRAGNI, Elisabetta	Assoc. Professor. Architect with practice in Europe and the United States. Work extends from the analysis of hand-motion to the transformation of abandoned industrial/military infrastructures.	AES 12000 Communications Workshop 2 (Coordinator)
		ARCH 62100 Architecture Studio 1.2
		ARCH 61002 Visual Studies
TSAHRELIA, Eirini	Adjunct. Architect in EU. She is currently involved in mixed-use projects at various scales in New York and Shanghai. Her work has been published in books and architecture magazines, and she has taken part in exhibitions internationally.	ARCH 51100 Comprehensive Design 1
VOLKMANN, Christian	Assoc. Professor. Architect specializing in comprehensive design and integration of advanced building technologies and sustainability strategies to develop design-build capacities within the realm of architecture.	ARCH 36100 Design Studio 2 (+ Coordinator)
		ARCH 36301/62300 Construction Technology 2
		ARCH 48301 Construction Technology 4 (section)
WEINTRAUB, Lee	Professor. Landscape architect, founding principal of Weintraub Diaz Landscape Architecture LLC, an award-winning firm with an extensive portfolio of public and civic park projects.	ARCH 51361/63148 Cross Discipline Select Design
WEISS, Sean	Asst. Professor. Historian of architecture and urbanism. His work explores the sociovisual histories of building, cities, and infrastructure after 1800.	ARCH 36202/85201 Survey of World Architecture 4 (lecture + sections)
		ARCH 51446/63202 History of Architectural Representation
WEISZ,	Visiting Professor. Architect, urbanist, and	ARCH 86100 Architecture Studio 1.6

B Arch and M Arch Faculty Credentials, Spring 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
Claire	founding principal of WXY, a highly awarded firm based in New York; focuses on innovative approaches to public space, structures, and cities.	
WILLIAMSON, June	Assoc. Professor. Architect; recognized urban design scholar with focus on case studies and competitions for suburban retrofitting. Recently published *Designing Suburban Futures: New Models from Build a Better Burb* (Island Press, 2013).	AES 12000 Communications Workshop 2
		ARCH 48100 Design Studio 4 (Coordinator)
		ARCH 52345/62345 Techniques of Urban Analysis
WINES, Suzan	Adjunct. Architect and principal at I-Beam Design. The firm is currently designing a 300,000 sf commercial/industrial project on Long Island.	AES 12000 Communications Workshop 2

B Arch and M Arch Faculty Credentials, Summer 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
ALICEA, Venesa	Adjunct. President, CCNY Architecture Alumni. AIA NY Alternate Director for Professional Development. AIA National Associates Committee. AIANY Emerging New York Architects Committee.	ARCH 51362 Coop Internship 1
		ARCH 51363 Coop Internship 2
CHANG, Mi Tsung	Asst. Professor. Recognized expert in computer technology in architecture. Publishes in the area of emerging digital technologies in architecture.	AES 23300 Introduction to Digital Media
		ARCH 51348/63114 Computer Rendering
		ARCH 51312/71301 Building Information Modeling
HAUBEN, Daniel	Adjunct. Painter of urban scenes. Directed the Bronx Artist Documentary Project: 30 photographers documenting 82 artists at work in the Bronx, a traveling exhibition of 100 photographs, and coffee-table book.	ARCH 51335/63171 Drawing New York
IGLEHART, Lewis	Adjunct. Architect in New York and a member of the AIA; provides consulting services to architects in the U.S. and abroad.	ARCH 51322/63157 Advanced Presentation Techniques
LLONCH, Fabian	Assoc. Professor. Architect in practice, with numerous built works in Argentina and elsewhere. Received the Faculty of the Year award from the student organization CCAP in 2005 and a Longevity Award from the college in 2010.	ARCH 51358/63138 Study Abroad Studio: Go Barcelona
MARTOS, Christian	Adjunct. Structural engineer with over 10 years of working and 3 years of teaching experience, involved in all phases of design using concrete, timber, steel, and masonry framing.	ARCH 35402/73401 Timber and Masonry Structures (lecture + section)

B Arch and M Arch Faculty Credentials, Summer 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
OSTROFF, Irma	Adjunct. Artist; works in a wide variety of materials and media, figurative and abstract, devoted to drawing and the formal properties of the two-dimensional plane. She has exhibited widely and is represented in many collections.	ARCH 51300/63157 Drawing and Color
PILLA, Dominick R.	Assoc. Professor. Structural engineer and architect. He is also principal and founder of Dominick R. Pilla Associates, PC.	ARCH 35402/73401 Timber & Masonry Structures (lecture + section)
SCELSA, Jonathan	Adjunct. Architect; research involves formal experimentation with new computational processes that yield optical and illusionary spatial results.	ARCH 51400/61363 Parametric Design Build
SEAVITT NORDEN-SON, Catherine	Assoc. Professor of Landscape Architecture. Her research includes design adaptation to sea level rise in urban coastal environments and the novel transformation of landscape restoration practices given climate change dynamics.	ARCH 51415 Introduction to Landscape Architecture
STUDER, Meg	Lecturer in Landscape Architecture. Her research explores the quantitative constructions of environment within modern governmentality, combining archival and computational tools.	ARCH 41412/LAAR 61601 Spatial and Regional Representation
VOLKMANN Christian	Assoc. Professor. Architect specializing in comprehensive design and integration of advanced building technologies and sustainability strategies to develop design-build capacities within the realm of architecture.	ARCH 51358/63156 European Research Seminar: Berlin

B Arch and M Arch Faculty Credentials, Fall 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
ALICEA, Venesa	Adjunct. President, CCNY Architecture Alumni. AIA NY Alternate Director for Professional Development. AIA National Associates Committee. AIANY Emerging New York Architects Committee.	ARCH 51362 Coop Internship
ALSPECTOR, Jacob	Assoc. Professor. Recognized practitioner, specializing in educational and cultural architecture, including competition-winning, innovative high-performance libraries and mixed-use facilities for universities and K-12 schools.	ARCH 51200 Architectural Management
		ARCH 85600 Professional Practice
		ARCH 51100 Comprehensive Design 1
ASCI, Aybars	Adjunct. Architect. President and founder of Efficiency Lab for Architecture; advocate of research-driven design that combines conceptual clarity with analytical processes such as the use of algorithmic tools and building performance modeling.	ARCH 51316 Integrated Building Systems

B Arch and M Arch Faculty Credentials, Fall 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
AYDOGAN AKSELI, Ahu	Asst. Professor. Architectural designer and researcher; focuses on the development of a dynamic filtration system to clean indoor air and reduce energy consumption.	ARCH 35100 Core Studio 5 (Assemblies)
		ARCH 35301 Construction Technology 1 (lecture + section)
		ARCH 61300 Materials/Construction 1 (lecture)
		ARCH 47302 Construction Technology 3 (lecture + section)
		ARCH 61500 Environmental Systems 1 (lecture)
BAGCHEE, Nandini	Asst. Professor. Architect with an active practice; research focuses on space, politics, and the potential for urban transformation through citizen's initiatives.	AES 23000 Core Studio 4 (Histories) (+ Coordinator)
BASKHI, Arpan	Adjunct. Architect, engineer, and sustainability performance expert. Has worked in top firms, including Foster + Partners, SOM, and YR&G, OMA's sustainability consultants.	ARCH 61500 Environmental Systems 1 (section)
BARLIS, Alan	Adjunct. Architect and principal of Barlis Wedlick Architects, designer of New York state's first passive home, the Hudson Passive Project. He is coauthor with Dennis Wedlick of *Classic and Modern: Signature Style*s (2013)	ARCH 51349/63102 Low Energy Buildings
BROWN, Hillary	Professor, Director of MS Sustainability as of 2016. Ecological building design, theory, and practice; sustainable cities (urban ecology); sustainable infrastructure (integrated systems): researching case studies for developed as well as developing nations.	ARCH 47100/85100 Advanced Studio (consultant)
BROWN, Lance Jay	Professor. Architect. Current activities continue to focus on the design of buildings and the urban realm encouraging a focus on the issues of equity, public space, resiliency, and climate change.	ARCH 51100 Comprehensive Design 1
CHANG, Mi Tsung	Asst. Professor. Recognized expert in computer technology in architecture. Publishes in the area of emerging digital technologies in architecture.	ARCH 51312/71301 Building Information Modeling
		ARCH 51348/63114 Computer Rendering
COLLINS, Timothy	Adjunct. Architect on international mixed-use developments, residential projects with a specific focus on custom interiors, and has lectured on the architecture model.	AES 11100 Core Studio 1 (Craft)

B Arch and M Arch Faculty Credentials, Fall 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
CUONO, Ciro	Adjunct. Structural engineer in practice for more than 15 years throughout the metropolitan area. Founded Cuono Engineering in 2012; involved with all aspects of the firm's work, which includes high-end residential and commercial projects.	ARCH 35401 Timber & Masonry Structures (sections)
DE MIGUEL, Pablo	Adjunct. Registered architect in NYC and Madrid; 17 years experience with internationally recognized practices on cultural, residential, and commercial buildings worldwide. In 2014 he established Pablo de Miguel Architects.	AES 11100 Core Studio 1 (Craft)
EATMAN, Alfred	Adjunct. Registered architect. Provides comprehensive architectural and design services for various building types including residential, commercial, institutional, and educational facilities.	ARCH 35301 Construction Technology 1 (section)
		ARCH 61300 Materials/Construction 1 (section)
EDMISTON, Jeremy	Assoc. Professor. Architect; principal at SYSTEMarchitects. Originally from Sydney, Australia, he moved to the U.S. when he won the Fulbright, Harkness, and Byera Hadley scholarships all in the same year.	AES 11100 Core Studio 1 (Craft) (Coordinator)
		ARCH 51100 Comprehensive Design 1
		ARCH 51462/77364 Modern Arch: Comp. Critical Analysis
ETLIN, Richard	Adjunct. Distinguished architectural historian; author of numerous books on European architecture from the 18th-20th centuries, including *Symbolic Space: French Enlightenment Architecture and Its Legacy* (U of Chicago, 1996).	ARCH 51331/61331 The Wonder of Medieval Architecture
FEIGENBERG, Alan	Professor, Director of MS in Urban Sustainability (until 2016). Chair of CCNY chapter and university-wide officer of PSC-CUNY, teaches construction technology and award-winning electives.	ARCH 35301 Construction Technology 1 (lecture)
		ARCH 61300 Materials/Construction 1 (lecture)
		ARCH 51405/61405 Exploring Diversity: Food & Arch
FOYO, Alberto	Adjunct. Architect in global practice. A book about his master plan initiative for Gaza is being published in New Zealand. He has lectured on the topic of social housing in Spain, Ukraine, England, and New Zealand.	Arch 35100 Core Studio 5 (Assemblies)
GISOLFI, Peter	Professor. Architect and landscape architect, and founding principal of Peter Gisolfi Associates, a Westchester County-based firm known for the design of intrinsically sustainable buildings and sites.	ARCH 35302 Site Technology (lecture)
		ARCH 73500 Site Design (lecture)

B Arch and M Arch Faculty Credentials, Fall 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
GONCLAVES, Domingo	Adjunct. 20+ years of experience as designer, space planner, and architect. Expert in BIM and parametric modeling; worked as Studio BIM Leader and BIM Manager for some of the top firms in the world.	AES 23300 Introduction to Digital Media
GUTMAN, Marta	Professor. Specialist in the history of architecture and urbanism in the United States. Recently published *A City for Children: Women, Architecture, and the Charitable Landscapes of Oakland, 1850-1950* (Chicago, 2014).	ARCH 3520/732012 Survey of World Architecture 3 (lecture + sections)
		ARCH 51462/77364 Modern Arch: Comp. Critical Analysis
HARITOS, Athanasios	Adjunct. Architect in active practice; teaching introductory studios at CCNY since 1998.	AES 23000 Core Studio 4 (Histories)
HAUBEN, Daniel	Adjunct. Painter of urban scenes. Directed the Bronx Artist Documentary Project: 30 photographers documenting 82 artists at work in the Bronx, a traveling exhibition of 100 photographs, and coffee-table book.	AES 20100 Architectural Drawing
HEITLER, Joshua	Adjunct. Architect, partner of Lacina Heitler Architects since 2003. Oversees professional consulting services geared toward corporate, institutional, residential, and retail clients; projects include Drybar salons nationwide and hotels in Las Vegas.	ARCH 51200 Architectural Management
HOCEK, Ali C.	Adjunct. Architect, specializing in prefabricated building systems; cast-iron building restoration; coastal resiliency techniques and their application. Established an exchange program with Bahçeşehir University in Istanbul.	ARCH 73100 Architecture Studio 1.3
HOPPER, Leonard	Adjunct. Landscape architect. Editor-in-chief of the first ed. of *Landscape Architectural Graphic Standards,* author of *Graphic Standards Field Guides* to both hardscapes and softscapes, technical advisor to the Sustainable Sites Initiative.	ARCH 35302 Site Technology (lecture + section)
		ARCH 73500 Site Design (lecture + section)
HORN, Bradley	Assoc. Professor and Director of Master of Architecture Program. Writer, critic, awarded numerous grants for scholarship on contemporary architectural pedagogy. Principal, Berman Horn Studio LLP, highly published architecture firm.	ARCH 61100 Architecture Studio 1.1
HOTSON, David	Adjunct. Architect; principal of award-winning firm; received M Arch degree from the Yale University School of Architecture.	ARCH 47100/85100 Advanced Studio

B Arch and M Arch Faculty Credentials, Fall 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
JUDELSON, David	Adjunct. Acclaimed sculptor with background in architecture. Author of *Freedom to Create* (2010), a book about creativity.	AES 11100 Core Studio 1 (Craft)
KAPLAN, Susan	Adjunct. Specifier with 25 years of experience, Director of Specifications and Sustainability at HLW International. In her role as specifier, she continually evaluates product quality and green claims.	ARCH 31201/63201 Perspectives on Sustainable Materials
KREVLIN, Joan	Adjunct. Architect and partner of BKSK Architects; clients include many New York institutions such as the New York Hall of Science and the Department of Parks & Recreation. Recognized expert in sustainable design and learning environments.	ARCH 51100 Comprehensive Design 1
LECLERC, Judith	Visiting Professor. Architect and principal of COL-LECLERC, a Barcelona-based practice founded in 1996 combining both an academic and a professional agenda dedicated to research on new urban landscapes.	ARCH 85100 Architecture Studio 1.5
LEADON, Francis	Assoc. Professor. Registered architect. Research focus on the history of public space in NYC; he is coauthor of the *AIA Guide to New York City*, 5th ed. (Oxford, 2010) and the upcoming *Broadway: A History of New York City in Thirteen Miles* (Norton).	AES 23000 Core Studio 4 (Histories)
LEE, John	Adjunct. Architect with 20+ years experience, founder of both Workshop for Architecture LLP and Workshop for Construction Inc., both based in New York.	ARCH 85600 Professional Practice
LEE, Philip	Adjunct. Architectural designer based in New York, with degrees from Rice and Univ. of Michigan. Interested in how infrastructure spaces for flooding and storm water may also be places of civic engagement and recreation.	AES 11100 Core Studio 1 (Craft)
LIN, Cheng-Yi	Adjunct. Architect; M Arch from RISD and BS in Arch. from National Cheng Kung University, Taiwan; has worked as PM for BKSK Architects and Marpillero Pollak Architects. Researches human experiential senses, building performance, and materiality.	ARCH 47302 Construction Technology 3 (section)

B Arch and M Arch Faculty Credentials, Fall 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
LLONCH, Fabian	Assoc. Professor. Architect in practice, with numerous built works in Argentina and elsewhere. Received the Faculty of the Year award from the student organization CCAP in 2005 and a Longevity Award from the college in 2010.	Arch 35100 Core Studio 5 (Assemblies) (+ Coordinator)
MARTOS, Christian	Adjunct. Structural engineer with over 10 years of working and 3 years of teaching experience, involved in all phases of design using concrete, timber, steel, and masonry framing.	ARCH 35402/73401 Timber and Masonry Structures (sections)
MELENDEZ, Frank	Asst. Professor. Architectural designer; research focuses on the advancement of architectural design through the integration of emerging digital technologies, engaging computation, ecology, fabrication, synthetic materials, physical computing, robotics.	AES 11300 Visual Studies 1 (3 sections)
MONGITORE, Donald	Adjunct. Engineer; designed HVAC systems for the following types of new and renovated buildings: high- and low-rise office buildings, rare book libraries, university projects, computer centers, musical studios, and theatrical spaces.	ARCH 47302 Construction Technology 3 (lecture + section) ARCH 61500 Environmental Systems 1 (lecture + section)
NEUMANN, Matthias	Adjunct. Architect; principal at normaldesign and designer at Ethelind Coblin Architect. He works primarily in the intersection between art and architecture.	ARCH 61300 Materials/Construction 1 (section)
OSLER, Robin	Adjunct. Architect; established the architectural firm EOA/Elmslie Osler Architect in 1996. She obtained her BS in Architecture from the University of Virginia in 1987 and her M Arch from Yale University in 1990.	AES 23000 Core Studio 4 (Histories)
OSTROFF, Irma	Adjunct. Artist; works in a wide variety of materials and media, figurative and abstract, devoted to drawing and the formal properties of the two-dimensional plane. She has exhibited widely and is represented in many collections.	AES 20100 Architectural Drawing ARCH 51587 Discovering Forms in Nature
PETROCCA, Kenneth	Adjunct. Landscape architect, graduate of CCNY; extensive professional experience with NYC agencies and presently regional manager of the “Build It Back” program at the New York City Department of Design and Construction.	ARCH 35302 Site Technology (lecture + section) ARCH 73500 Site Design (lecture + section)
PILLA, Dominick	Assoc. Professor. Structural engineer and architect. He is also principal and founder of Dominick R. Pilla Associates, PC.	ARCH 35402/73401 Timber & Masonry Structures (lecture + section)

B Arch and M Arch Faculty Credentials, Fall 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
RICKEN-BACKER, Shawn	Visiting Prof. Architect and creative technologist, partner at Rickenbacker + Leung LLC, founded in 2005, notable for Re: Vision Dallas project and the Renaissance Ballroom redevelopment in NYC. Degrees from Syracuse, UVA, and NYU.	ARCH 47100/85100 Advanced Studio
ROSA, Ivan	Adjunct at Spitzer School for 15+ years. Architect and project manager with 20+ years experience at various large NYC firms. He has overseen numerous large projects for new building design and major interior renovations.	ARCH 35100 Core Studio 5 (Assemblies)
SCELSA, Jonathan	Adjunct. Architect; research involves formal experimentation with new computational processes that yield optical and illusionary spatial results.	AES 23300 Introduction to Digital Media
		ARCH 85300 Advanced Computing
STIGSGAARD, Martin	Adjunct. Architect with 15+ years of experience in large complex museum and residential projects. Born in Denmark, degrees from the Royal Academy of Fine Arts in Copenhagen and the University of Washington as the Valle Scholarship recipient.	ARCH 73100 Architecture Studio 1.3
TSAHRELIA, Eirini	Adjunct. Architect in EU. She is currently involved in mixed-use projects at various scales in New York and Shanghai. Her work has been published in books and architecture magazines, and she has taken part in exhibitions internationally.	ARCH 51100 Comprehensive Design 1
TSAFOULIA, Loukia	Adjunct. Interest in advanced architectural design research and design criticism, emerging technology and design representation, data-politics and data-scapes theory, social media, ecology, transdisciplinary design.	ARCH 61100 Architecture Studio 1.1
VECERKA, Albert	Adjunct. Professional architectural photographer with Esto and CCNY graduate. His architectural photography has been widely published in architectural and design magazines, periodicals, and books, and contributed to numerous design awards.	ARCH 51388/63128 Architecture and Photography

B Arch and M Arch Faculty Credentials, Fall 2015

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
VOLKMANN, Christian	Assoc. Professor. Architect specializing in comprehensive design and integration of advanced building technologies and sustainability strategies to develop design-build capacities within the realm of architecture.	ARCH 47100/85100 Advanced Studio
		ARCH 35301 Construction Technology 1 (lecture)
		ARCH 61300 Materials/Construction 1 (lecture)
		ARCH 47302 Construction Technology 3 (lecture + section)
		ARCH 61500 Environmental Systems 1 (lecture)
WEINTRAUB, Lee	Professor. Landscape architect, founding principal of Weintraub Diaz Landscape Architecture LLC, an award-winning firm with an extensive portfolio of public and civic park projects.	ARCH 51361/63148 Cross Discipline Design
WEISS, Sean	Asst. Professor. Historian of architecture and urbanism. His work explores the sociovisual histories of building, cities, and infrastructure after 1800.	AES 23202/ARCH 61201 Survey of World Architecture 1 (lecture + sections)
		ARCH 51464/61464 Queer Space
WILLIAMSON, June	Assoc. Professor. Architect; recognized urban design scholar with focus on case studies and competitions for suburban retrofitting. Recently published *Designing Suburban Futures: New Models from Build a Better Burb* (Island Press, 2013).	ARCH 47100/85100 Advanced Studio (+ Coordinator)
		ARCH 51404 Reading the North American Metropolis
WINES, Suzan	Adjunct. Architect and principal at I-Beam Design. The firm is currently designing a 300,000 sf commercial/industrial project on Long Island.	ARCH 47100/85100 Advanced Studio
YAZDANSETA, Farzam	Adjunct. Architectural designer; expert in digital design media and visualization. Has worked at Eisenman Architects and Reiser + Umemoto; MS AAD degree from Columbia's GSAPP and M Arch from U of Maryland.	ARCH 61001 Digital Techniques

B Arch and M Arch Faculty Credentials, Spring 2016

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
ALICEA, Venesa	Adjunct. President, CCNY Architecture Alumni. AIA NY Alternate Director for Professional Development. AIA National Associates Committee. AIANY Emerging New York Architects Committee.	ARCH 51363 Coop Internship
ALSPECTOR, Jacob	Assoc. Professor. Recognized practitioner, specializing in educational and cultural architecture, including competition-winning, innovative high-performance libraries and	ARCH 51200 Architectural Management
		ARCH 85600 Professional Practice

B Arch and M Arch Faculty Credentials, Spring 2016

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
	mixed-use facilities for universities and K-12 schools.	ARCH 52100 Comprehensive Design 2
ASCI, Aybars	Adjunct. Architect. President and founder of Efficiency Lab for Architecture; advocate of research-driven design that combines conceptual clarity with analytical processes such as the use of algorithmic tools and building performance modeling.	ARCH 51007/61005 Efficiency and Tall Buildings
AYDOGAN AKSELI, Ahu	Asst. Professor. Architectural designer and researcher; focuses on the development of a dynamic filtration system to clean indoor air and reduce energy consumption.	AES 24501 Construction Technology 1 (lecture + section)
		ARCH 36100 Core Studio 6 (Integration)
		ARCH 36501 Construction Technology 3 (lecture + section)
		ARCH 74501 Environmental Systems (lecture)
BAGCHEE, Nandini	Asst. Professor. Architect with an active practice; research focuses on space, politics, and the potential for urban transformation through citizen's initiatives.	AES 12000 Core Studio 2 (Environment)
		ARCH 51008/61007 World Cities: Re-Orienting Towards The East
BIRIGNANI, Cesare	Asst. Professor. Architect and historian. Research interests: early modern European architecture and urbanism; architectural theory; historiography of architecture.	AES 24202/ARCH 62201 Survey of World Architecture 2
BROWN, Hillary	Professor, Director of MS Sustainability as of 2016. Ecological building design, theory, and practice; sustainable cities (urban ecology); sustainable infrastructure (integrated systems): researching case studies for developed as well as developing nations.	ARCH 57403/61388 Case Studies in Sustainability
		AES 12000 Core Studio 2 (Environment) (Consultant)
BROWN, Lance Jay	Professor. Architect. Current activities continue to focus on the design of buildings and the urban realm encouraging a focus on the issues of equity, public space, resiliency, and climate change.	ARCH 52100 Comprehensive Design 2 (+ Coordinator)
		ARCH 51321/63135 Urban Reconstruction—Urban Waterfront
CHANG, Mi Tsung	Asst. Professor. Recognized expert in computer technology in architecture. Publishes in the area of emerging digital technologies in architecture.	ARCH 51312/71301 Building Information Modeling
COLLINS, Timothy	Adjunct. Architect on international mixed-use developments, residential projects with a specific focus on custom interiors, and has lectured on the architecture model.	ARCH 36100 Core Studio 6 (Integration)
COWDREY, Drew	Adjunct. Architectural designer; recent award-winning M Arch graduate from the GSD at Harvard, currently with SOM.	ARCH 61002 Visual Studies
CUONO, Ciro	Adjunct. Structural engineer in practice for more than 15 years throughout the	AES 24303 Elem. Structural Analysis & Behavior (sections)

B Arch and M Arch Faculty Credentials, Spring 2016

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
	metropolitan area. Founded Cuono Engineering in 2012; involved with all aspects of the firm's work, which includes high-end residential and commercial projects.	ARCH 36402 Introduction to Design of Steel & Concrete Structures (sections)
DE MIGUEL, Pablo	Adjunct. Registered architect in NYC and Madrid; 17 years experience with internationally recognized practices on cultural, residential, and commercial buildings worldwide. In 2014 he established Pablo de Miguel Architects.	ARCH 36100 Core Studio 6 (Integration)
EATMAN, Alfred	Adjunct. Registered architect. Provides comprehensive architectural and design services for various building types including residential, commercial, institutional, and educational facilities.	AES 24501 Construction Technology 1 (section)
EDMISTON, Jeremy	Assoc. Professor. Architect; principal at SYSTEMarchitects. Originally from Sydney, Australia, he moved to the U.S. when he won the Fulbright, Harkness, and Byera Hadley scholarships all in the same year.	ARCH 52100 Comprehensive Design 2 ARCH 51449/63205 Pencil Meets Button
FEIGENBERG, Alan	Professor, Director of MS in Urban Sustainability (until 2016). Chair of CCNY chapter and university-wide officer of PSC-CUNY, teaches construction technology and award-winning electives.	AES 24501 Construction Technology 1 (section)
FOYO, Alberto	Adjunct. Architect in global practice. A book about his master plan initiative for Gaza is being published in New Zealand. He has lectured on the topic of social housing in Spain, Ukraine, England, and New Zealand.	AES 24000 Core Studio 3 (Cities) ARCH 51449/63205 Pencil Meets Button
GONZALEZ, Domingo	Adjunct. Practicing architectural lighting design for the last 38 years, serving as the lead designer on over 1,500 projects worldwide.	ARCH 36501 Construction Technology 3 ARCH 74501 Environmental Systems
GUTMAN, Marta	Professor. Specialist in the history of architecture and urbanism in the United States. She recently published *A City for Children: Women, Architecture, and the Charitable Landscapes of Oakland, 1850-1950* (Chicago, 2014).	ARCH 51309/63164 Children and the City
HARITOS, Athanasios	Adjunct. Architect in active practice; teaching introductory studios at CCNY since 1998.	AES 12000 Core Studio 2 (Environment)
HOCEK, Ali C.	Adjunct. Architect, specializing in prefabricated building systems; cast-iron building restoration; coastal resiliency techniques and their application. Established an exchange program with Bahçeşehir University in Istanbul.	ARCH 48100/86100 Advanced Studio

B Arch and M Arch Faculty Credentials, Spring 2016

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
HORN, Bradley	Assoc. Professor and Director of Master of Architecture Program. Writer, critic, awarded numerous grants for scholarship on contemporary architectural pedagogy. Principal, Berman Horn Studio LLP, highly published architecture firm.	ARCH 48100/86100 Advanced Studio (Coordinator)
		ARCH 62100 Architecture Studio 1.2
HOTSON, David	Adjunct. Architect; principal of award-winning firm; received M Arch degree from the Yale University School of Architecture.	AES 24000 Core Studio 3 (Cities)
JUAÇABA, Carla	Visiting Professor. Award-winning architect. Principal of Juaçaba studio in Rio de Janeiro, Brazil, since 2000. Currently engaged in both public and private projects, focusing on housing and cultural programs.	ARCH 48100/86100 Advanced Studio
KHAMSI, James	Adjunct. Architect and principal of FIRM Architecture and Design, founded in 2010 and based in NYC. He has worked with leading architects, most notably with Farshid Moussavi and Foreign Office Architects in London, UK.	ARCH 74100 Architecture Studio 1.4
KREVLIN, Joan	Adjunct. Architect and partner of BKSK Architects; clients include many New York institutions such as the New York Hall of Science and the Department of Parks & Recreation. Recognized expert in sustainable design and learning environments.	ARCH 52100 Comprehensive Design 2
LEADON, Francis	Assoc. Professor. Registered architect. Research focus on the history of public space in NYC; he is coauthor of the *AIA Guide to New York City*, 5th ed. (Oxford, 2010) and the upcoming *Broadway: A History of New York City in Thirteen Miles* (Norton).	AES 21200 The Built Environment of New York City
		AES 24000 Core Studio 3 (Cities) (+ Coordinator)
		AES 24001 Portfolio Review
LLONCH, Fabian	Assoc. Professor. Architect in practice, with numerous built works in Argentina and elsewhere. Received the Faculty of the Year award from the student organization CCAP in 2005 and a Longevity Award from the college in 2010.	ARCH 48100/86100 Advanced Studio
		ARCH 51000/74000 Articulating an Idea
LEE, Philip	Adjunct. Architectural designer based in New York, with degrees from Rice and Univ. of Michigan. Interested in how infrastructure spaces for flooding and storm water may also be places of civic engagement and recreation.	AES 12000 Core Studio 2 (Environment)

B Arch and M Arch Faculty Credentials, Spring 2016

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
LIN, Cheng-Yi	Adjunct. Architect; M Arch from RISD and BS in Arch. from National Cheng Kung University, Taiwan; has worked as PM for BKSK Architects and Marpillero Pollak Architects. Researches human experiential senses, building performance, and materiality.	ARCH 36501 Construction Technology 3 (section)
MANOFF, Einat	Adjunct. Urban designer and environmental psychologist. Research interests include: the politics of space, urbanism within "states of emergency," generative utopias, exploring issues of internal displacement and refugees through the lens of planning.	UD 62007 Theory of Urban Design: Radical Urbanism
MARTOS, Christian	Adjunct. Structural engineer with over 10 years of working and 3 years of teaching experience, involved in all phases of design using concrete, timber, steel, and masonry framing.	AES 24303 Elem. Structural Analysis & Behavior (sections) ARCH 36402 Introduction to Design of Steel & Concrete Structures (sections)
MELENDEZ, Frank	Asst. Professor. Architectural designer; research focuses on the advancement of architectural design through the integration of emerging digital technologies, engaging computation, ecology, fabrication, synthetic materials, physical computing, robotics.	AES 12000 Core Studio 2 (Environment) (Coordinator) AES 12300 Visual Studies 2
MONGITORE, Donald	Adjunct. Engineer; designed HVAC systems for the following types of new and renovated buildings: high- and low-rise office buildings, rare book libraries, university projects, computer centers, musical studios, and theatrical spaces.	ARCH 36501 Construction Technology 3 (lecture + section) ARCH 74501 Environmental Systems (lecture) ARCH 51006/61006 HVAC System Impact
NEUMANN, Matthias	Adjunct. Architect; principal at normaldesign and designer at Ethelind Coblin Architect. He works primarily in the intersection between art and architecture.	ARCH 74501 Environmental Systems (section)
OSLER, Robin	Adjunct. Architect; established the architectural firm EOA/Elmslie Osler Architect in 1996. She obtained her BS in Architecture from the University of Virginia in 1987 and her M Arch from Yale University in 1990.	ARCH 48100/86100 Advanced Studio
OSTROFF, Irma	Adjunct. Artist; works in a wide variety of materials and media, figurative and abstract, devoted to drawing and the formal properties of the two-dimensional plane. She has exhibited widely and is represented in many collections.	ARCH 51387 Discovering Form in Nature
PILLA, Dominick R.	Assoc. Professor. Structural engineer and architect. He is also principal and founder of Dominick R. Pilla Associates, PC.	AES 24303/ARCH 62401 Elem. Structural Analysis & Behavior (lecture + section)

B Arch and M Arch Faculty Credentials, Spring 2016

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
		ARCH 36402/77401 Introduction to Design of Steel & Concrete Structures (lecture + section)
		ARCH 51450/63206 Structural Anatomy of Buildings
SALCEDO-FERNANDEZ, Julio	Assoc. Professor and Chair of Architecture Department. Architect in active practice. Highly awarded work explores architecture's relationship to urbanism and landscape.	ARCH 48100/86100 Advanced Studio
SCELSA, Jonathan	Adjunct. Architect; research involves formal experimentation with new computational processes that yield optical and illusionary spatial results.	ARCH 51005/61004 Scripting Illusion
SCHULZE-EHRING, Holger	Visiting Professor. Structural engineer and architect with 14 years of structural and architectural design and project management experience, with a focus on long-span, lightweight specialty structures.	ARCH 48100/86100 Advanced Studio
STIGSGAARD, Martin	Adjunct. Architect with 15+ years of experience in large complex museum and residential projects. Born in Denmark, degrees from the Royal Academy of Fine Arts in Copenhagen and the University of Washington as the Valle Scholarship recipient.	AES 12000 Core Studio 2 (Environment)
TERRAGNI, Elisabetta	Assoc. Professor. Architect with practice in Europe and the United States. Work extends from the analysis of hand-motion to the transformation of abandoned industrial/military infrastructures.	ARCH 62100 Architecture Studio 1.2
		ARCH 61002 Visual Studies
TSAFOULIA, Loukia	Adjunct. Interest in advanced architectural design research and design criticism, emerging technology and design representation, data-politics and data-scapes theory, social media, ecology, transdisciplinary design.	AES 24000 Core Studio 3 (Cities)
VOLKMANN, Christian	Assoc. Professor. Architect specializing in comprehensive design and integration of advanced building technologies and sustainability strategies to develop design-build capacities within the realm of architecture.	AES 24501 Construction Technology 1 (lecture + section)
		ARCH 36100 Core Studio 6 (Integration) (+ Coordinator)
		ARCH 36501 Construction Technology 3 (lecture + section)
		ARCH 74501 Environmental Systems (lecture)
WEISS, Sean	Asst. Professor. Historian of architecture and urbanism. His work explores the sociovisual histories of building, cities, and infrastructure after 1800.	ARCH 36202/85201 Survey of World Architecture 4
WILLIAMSON,	Assoc. Professor. Architect; recognized	ARCH 52345/62345 Techniques of

B Arch and M Arch Faculty Credentials, Spring 2016

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
June	urban design scholar with focus on case studies and competitions for suburban retrofitting. Recently published *Designing Suburban Futures: New Models from Build a Better Burb* (Island Press, 2013).	Urban Analysis
WINES, Suzan	Adjunct. Architect and principal at I-Beam Design. The firm is currently designing a 300,000 sf commercial/industrial project on Long Island.	ARCH 74100 Architecture Studio 1.4

B Arch and M Arch Faculty Credentials, Summer 2016

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
ALICEA, Venesa	Adjunct. President, CCNY Architecture Alumni. AIA NY Alternate Director for Professional Development. AIA National Associates Committee. AIANY Emerging New York Architects Committee.	ARCH 51362 Coop Internship 1
		ARCH 51363 Coop Internship 2
AYDOGAN AKSELI, Ahu	Asst. Professor. Architectural designer and researcher; focuses on the development of a dynamic filtration system to clean indoor air and reduce energy consumption.	ARCH 51358/63156 European Research Seminar: Berlin
CHANG, Mi Tsung	Asst. Professor. Recognized expert in computer technology in architecture. Publishes in the area of emerging digital technologies in architecture.	ARCH 51102/61015 Fundamentals in Sustainable Building Performance Simulation and Analysis
		ARCH 51348/63114 Computer Rendering
		ARCH 51312/71301 Building Information Modeling
DUMAN, Koray	Adjunct. Licensed architect in NY and Turkey, founding principal of Buro Koray Duman, a research- and idea-driven architectural practice in New York City. Projects include a prototype Islamic Cultural Center and numerous retail and residential works.	ARCH 47100/85100 Advanced Studio
EATMAN, Alfred	Adjunct. Registered architect. Provides comprehensive architectural and design services for various building types including residential, commercial, institutional, and educational facilities.	ARCH 35501 Construction Technology 2
		ARCH 61301 Materials/Construction (L)
GOETZ, Michael Bradford	Adjunct. Significant teaching and professional experience. MLA and MCP from UPenn. BEnvD from Texas A&M.	ARCH 41412/LAAR 61601 Spatial and Regional Representation
HOOMAAN, Ehssan	Adjunct. PhD candidate (structural engineering) at CCNY.	ARCH 35402/73401 Timber & Masonry Structures (lecture + section)
KRISTIC, Marija	Adjunct. Phd candidate (civil engineering) at CCNY.	AES 24303/Arch 62401 Elementary Structural Analysis & Behavior (lecture + section)

B Arch and M Arch Faculty Credentials, Summer 2016

Faculty name	Summary of expertise, recent research, or experience	Course numbers and names
LLONCH, Fabian	Assoc. Professor. Architect in practice, with numerous built works in Argentina and elsewhere. Received the Faculty of the Year award from the student organization CCAP in 2005 and a Longevity Award from the college in 2010.	ARCH 51358/63138 Study Abroad Studio: Go Barcelona
OSTROFF, Irma	Adjunct. Artist; works in a wide variety of materials and media, figurative and abstract, devoted to drawing and the formal properties of the two-dimensional plane. She has exhibited widely and is represented in many collections.	ARCH 51300/63157 Drawing and Color

Faculty Development

As evidenced in resumes and bios, our distinguished faculty is highly active in contributing to the advancement of the discourse and practice of architecture and allied disciplines, with influence in the New York City metropolitan region, around the nation, and throughout the globe. All full-time faculty members in the architecture programs are either licensed in architecture (or well on the way to licensure before tenure), holders of the PhD, or both. Most adjunct faculty members are also licensed as architects or professional engineers and are active in innovative practices.

There are plentiful opportunities in New York City to obtain continuing education credits, by attending lectures, conferences, and other events. The Sciame Lecture Series at the Spitzer School is one such opportunity; all attendees (including faculty) may receive New York State Continuing Education Credits (1.5 per lecture, 6-8 lectures per semester).

Sciame Lecture Series

Begun over fifteen years ago, this Thursday evening public lecture series is generously sponsored by an alumnus. The lectures since the last NAAB visit in Fall 2011 are listed below. These lectures typically have an audience of 140 to 200, including a large number of Spitzer School students, many faculty, and members of the public. Video archive of most lectures: http://www.totalwebcasting.com/view/?id=ccnyssa

Spring 2012 – History Revisited

2/2 Andres Duany, “Heterodoxia Architectonica”
2/9 Witold Rybczynski, “The Biography of a Building”
2/23 Ann Beha, “Uneasy Alliance: Designing a Dialogue between New and Old”
3/8 Simon Heffer, “Gothicists and Classicists: Stylistic Battle between English Victorian Architects”
3/15 Robert Twombly, “What Sullivan Meant in the Past and What He Offers the Present”
3/29 Sara Caples, “History as Content”
4/19 William J. R. Curtis, “The Ancient Sense: Louis Kahn and Modern Monumentality”

Fall 2012 – Art, Architecture and the Landscape

9/6 John Hong/Jinhee Park, “SsD Works”
9/13 Joseph Tanney, “Current Preoccupations”
9/27 James Wines, “A Line Around an Idea”
10/4 Christo, “Christo and Jeanne-Claude, Two Works in Progress”
10/11 Ursula von Rydingsvard, “Sculpture”
10/18 Liu Kecheng, “Going through Historical Space”
11/1 Alice Aycock, “Alice Aycock: Selected Works”
11/15 Mary Miss, “City as Living Laboratory: Sustainability Made Tangible through the Arts”

Spring 2013 – Rethinking Kahn
1/31 Carter Wiseman, “Louis I. Kahn: Beyond Time and Style”
2/7 Sarah Goldhagen, “Louis Kahn, Yesterday and Today”
2/21 Robert McCarter, “Demanding Presence: The Unbuilt Works of Louis I. Kahn”
2/28 Stanislaus von Moos, “Monument? Forum? Fair? – On Kahn’s Urbanism Today”
3/7 Kenneth Frampton, “Modernity and Monumentality in the Works of Louis Kahn”
3/21 Gina Pollara, “In Motion and Repose: Louis Kahn Memorial to Franklin D. Roosevelt”
4/4 Robert Twombly, “What Will Be Has Always Been”
4/11 William J. R. Curtis, “The Space of Ideas”

Fall 2013 – Architecture/Landscape
9/19 Joseph Tanney, “The Modern Modular”
9/26 Audrey Matlock, “Maximum/Minimum”
10/3 John Hong, “Psychedelic Architecture: Form and Allegory”
10/10 Yolande Daniels, “Architecture Works 1993-2013”
10/17 Charles Waldheim, “Landscape, Ecology, and Other Modifiers to Urbanism”
11/21 Julia Czerniak, “Formerly Urban”

Spring 2014 – The Interior
2/6 Ghislaine Vinas, “Passion”
2/13 Graeme Brooker, “Interiority”
2/27 David Hotson, “The Present Tense of Space”
3/13 Brian Healy, “Reflected Light”
3/20 Jamie Drake, “A Life in Design”
3/27 Stanley Abercrombie, “A Philosophy of Interior Design”
4/3 Karen Bausman, “Magnificent Obsessions”
4/10 Alexander Gorlin, “The Interior Is Also an Exterior”

Fall 2014 – Gaudí’s Unfinished Masterpiece: The Sagrada Família Church
10/2 Josep Gomez Serrano + Jordi Bonet, “An Introduction to Gaudí’s System of Proportions”
10/9 Jordi Fauli, “The Project and the Construction of the Basilica of the Sagrada Família”
10/16 Judith Rohrer, “La Sagrada Família: A Conflicted History”
10/30 Maria Rubert, “Barcelona Backdrop”
11/13 Xisco Llabres, “The Pediment of the Passion Façade”
11/20 Mark Burry, “The Digital Potential of Antoni Gaudí’s Singular Approach to Design

Spring 2015 – Faculty Talks
2/5 Jeremy Edmiston, “Skin Deep”
2/19 Elisabetta Terragni, “Mind the Gaps”
2/26 Julio Salcedo, “Economies in Post-Packaging”
3/5 June Williamson, “Malls, Metros and the Elusive Middle”
3/12 Christian Volkmann, “About Some~thing”
3/19 Michael Meredith, “MOS, Recent Work
3/26 Claire Weisz, “Crossing Architecture”

Fall 2015 – Curricular Research
9/17 Andres Jaque, “Daily Life of Archipolitics”
9/24 Marie Law Adams and Dan Adams, “Landing Industry”
10/1 Maria Hurtado de Mendoza, “Fuzzy Bounded”
10/15 Shawn Rickenbacker, “Agile Trajectories”
10/22 Ivan Rupnik, “Opening Works and Un-finishing Figures”
10/29 Judith Leclerc and Jamie Coll, “COLL-LECLERC, a Barcelona Contemporary Practice”

Spring 2016 - Scalar Ecologies
2/4 Holger S. Schulze Ehring, “Form as Unknown (X)”

2/11 Anthony Acciavatti, “Ganges Water Machine: Designing New India’s Ancient River”
2/25 Cameron Tonkinwise, “Transition Designing”
3/3 Anna Dyson, “Towards Sentient Built Ecologies”
3/10 Christopher Sharples, “In Practice”
3/17 Barozzi Veiga, “Made in Spain Conference”
4/7 Carla Juaçaba, “Under Construction”
4/14 Kate Orff, “Toward an Urban Ecology”

Additional lecture series at the Spitzer School provide further opportunities to learn and keep current:

Lewis Mumford Lecture
The Urban Design program organizes a major annual lecture, attracting a very wide audience (typically 600-800 persons), in the CCNY Great Hall. 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:

4/5/12 Janette Sadik-Khan, ““It’s Not Impossible to Change a City”
5/2/13 Marshall Berman, “Emerging from the Ruins”
5/1/14 Theaster Gates, “Place over Time: New Symbols for Durational Encounters with the City”
4/2/15 Rebecca Solnit, “Atlases Against Empire: A Woman Measures the City”

Master of Architecture Program Lecture Series
The M Arch program has, since 2008, organized a series of informal talks and presentations. Taking place in the early evening after classes, in a casual, seminar-like setting, each of these events is attended by virtually all M Arch program students and several faculty members. The speakers, topics, and the organizing themes are listed below:

Spring 2012 – Conversations with Students: Crossing Boundaries
2/27 Softlab, “Customizing Design”
3/5 Lateral Office, “Architecture Is Environment”
3/12 Chris Reed, “Landscape Architecture without Landscape Architects”
3/19 Situ Studio, “Built, Unbuilt”
3/26 Gia Wolff, “Dress Rehearsals”
4/2 Formlessfinder, “Bags, Piles, and Pours”

Spring 2013 – Conversation with Students: The Impossible Atlas
2/25 Kurt W. Forster, “‘I don’t remember. I don’t recall…NOTHING AT ALL’ (David Byrne) Loose Sheets from Warburg’s Atlas of Memory”
3/18 Meredith Tenhoor, “Accounting for Change”
4/8 Cameron Tonkinwise, “Being Serviced, by People or Things”
4/15 Catie Newell, “Wherabouts”
4/22 Kiel Moe, “Maximum Power Design”

Spring 2014 – Conversation with Students: Neo Translations
3/3 Jeremy Edmiston
3/10 Brennan Buck
3/17 Sergio Pinero
3/24 Enrique Walker
4/28 Nader Tehrani

No events were held in 2015. In 2016, emphasis in the series was shifted to career-preparation events:

Spring 2016 – Master Architecture Profession Series
2/9 Robert Lopez, RA, New York State Boards for Architecture and Landscape Architecture and Venesa Alicea, AIA, LEED AP BD+C, “Designing Your Future: Creating Value in Your Career”

4/4 DiverCity Speed Mentoring/Portfolio Review
4/15 NYC Construction Site Tour: BAM SOUTH with TEN Arquitectos
4/20 ARE Preparation Workshop
5/6 NYC Construction Site Tour: Fordham Plaza with Grimshaw
6/2 Portfolio Review/Career Panel with professionals from Dattner Architects, Site New York, Openshop, BKSK, Carol Kurth Architecture, Grimshaw, AECOM, and WXY

Solar RoofPod Lunchtime Lectures on Building Technology
Soon after the Solar RoofPod was installed on the Spitzer building, building technology faculty members Ahu Aydogan Akseli and Christian Volkmann initiated a lunchtime lecture series hosted in the space. Each talk draws a full house of 20-40 students:

Spring 2015
2/10 Carol J. W. Kurth, Carol Kurth Architecture, "Through the Lens of Design | Art House 2.0"
2/24 Erik Olsen, Transsolar Inc., "High Comfort, Low Impact: Climate-Responsive Design"
3/10 David Menicovich, Actasys Inc., "Active Flow Control: From the Lab into the Market Place"
3/24 Nick Novelli, Case/RPI, "Designing Metabolism: Thermovascular Strategies for Energy-Positive Buildings"
4/14 Elie Gamburg, KPF, "KPF—Design as Performance"
4/28 Alan Barlis, Barlis-Wedlick Architects, "Passive Solar vs. Passive House: Lessons from the Hudson Passive Project"

Fall 2015
9/8 Pallavi Mantha, Arup, "High Performance Design Case-Studies"
9/25 Floris K. Buisman, "475 High Performance Building Design: Foam Free High Performance Building Enclosures"
10/6 Stefan Knust and Joseph Fleischer, Ennead Architects, "Perspectives on Design and Sustainable Future"
10/27 Farah Ahmad and Emily Hoffman, NYC Department of Buildings, "NYC Energy Conservation Code/DOB Sustainability Initiatives"
11/10 Aybars Asci, ELFA, "Efficiency Lab for Architecture"

Spring 2016
2/17 Julie Hiromoto, HKS, "Living Building Challenge"
3/2 Caleb Crawford, Coggan + Crawford Architecture, "Baseline-Sustainable Thinking"
3/16 Mostapha Roudsari, Thornton Tomasetti, UPenn, "Design: Computation: Analysis"
3/30 Chris Neidl, Solar1, "New York City and the Social Creativity of Solar"
4/13 Jorge Luaces, CSA Group, "Sandy Resiliency + Renewal Efforts"

JMBC Talks on Design for the Just City
The JMBC Talks series promotes the exchange of ideas and opinions among faculty, professionals, and students. The Talks are organized through a collaboration among school faculty, JMBC staff, and student organizations including AIAS, GAC, ASLA, and *Informality*. Students or faculty moderate each talk.

Fall 2013 – Places in Transition
10/30 Film *El Barrio Tours: The Gentrification of East Harlem*
11/4 George Ranalli, Toni Griffin, "A City in Transition: Formal and Social"
11/12 Film *Domino Effect: The Rezoning of Williamsburg*
11/19 Student roundtable discussion, "Neighborhoods in Transition: Gentrification by Design"
11/25 Michael Sorkin, June Williamson, Alberto Foyo, "A World in Transition: Urban, Suburban, Rural"

Spring 2014 – Informal Design
3/3 Film *Coopting Public Space: Short Films of Occupation*
3/18 Film *The Citizen Architect: Samuel Mockbee and the Spirit of the Rural Studio*

4/7 June Williamson, Antonio Furgiuele, “Informal: Designing into Human Spatial Systems”

Fall 2014 – Displacement
11/6 Einat Manoff, Suzan Wines, Deen Sharp, “Political Conflict and Displacement”
11/10 Catherine Seavitt Nordenson, “Climate Change and Displacement”
11/25 Tom Agnotti, Paula Segal, Jack Coogan, “Urban Development and Displacement”

Spring 2015 – Social Justice
3/30 Julia de Martini Day, Claire Weisz, Glenn LaRue Smith, “Social Justice and the Public Realm”
4/16 Julio Salcedo-Fernandez, Karen Kubey, “Social Justice and Housing Development”
4/23 Stefanie Wessner, “Social Justice, International Health and Urban Development”
4/30 Nandini Bagchee, B Arch students, “Social Justice and Local Interventions”

Fall 2015 – Designing Differently
10/5 Kelvin Campbell, Michael Sorkin, Alanna Lauter, “Massive Small”
11/5 Obiekwe Okolo, Quilian Riano, Michele Flournoy, “Kanye Architecture”
11/9 Hillary Brown, Carey Clouse, “Climate Design”

PLOT Cover Art Lunchtime Lectures
Exploring the themes of Marginal Street, Patchwork, Hunting Ground, and Waste Stream, each of the first four volumes of the MLA-led publication *PLOT* is wrapped by the work of a distinguished environmental or performance artist. Featured cover artists spoke about their work as part of a lunchtime lecture series in fall 2015. Their talks were attended by students and faculty from all of the school’s programs.

Fall 2015
10/7 Agnes Denes
10/15 Mierle Laderman Ukeles
10/22 Pat Oleszko

Exhibitions and Symposia

Atrium Gallery	• *Clear Light: The Architecture of Lauretta Vinciarelli,* Mar.-May 2012 • *A Line Around an Idea: Hand Drawings by James Wines for SITE,* Sept. 2012-May 2013 • *Building the Modern Gothic: George Post at City College,* Feb.-May 2014, • *Sagrada Família—Gaudí’s Unfinished Masterpiece: Geometry, Construction and Site,* Sept. 2014-May 2015 • *Landing Studio: It Still Takes 12 Days* (installation), Sept. 2015-Apr. 2016
J. Max Bond Center	• *Office Designs for the J, Max Bond Center, Third Year Undergraduate Architecture Studio* (student exhibition), May 2012 • *The Life and Works of J. Max Bond* at Strivers Garden Gallery, New York, May 3-June 15, 2012 • Hosted Symposium/Colloquium/Exhibits: InEquality and Design Colloquium, Nov. 29, 2012

Other Resources
The Spitzer School, the City College of New York, and CUNY each provide a number of other resources to assist faculty members in advancing their design research and scholarship and in remaining current in the field as innovative practitioners, influential scholars, and effective teachers. The most significant and relevant of these opportunities are listed below, with details about faculty members who have benefitted in recent years.

Architectural League of New York Institutional Membership: Each year, six membership cards are provided and distributed to interested faculty members to attend lectures and other events, for which continued education credits are available.

Fellowship Leave (Sabbatical): The following tenured faculty members were granted Fellowship Leave in recent years, typically at 80% salary as per the faculty and staff collective bargaining agreement, to pursue research, improvement of teaching, and/or creative work. A limited number of half-year fellowship leaves at full pay are also available and are awarded competitively by the college. Leaves must be approved by the departmental Executive and Personnel and Budget committees and referred to the College Review Committee for final approval. A link to further details on CCNY's Fellowship Leave (Sabbatical) program is in Section 4.

Semester	**Leaves**
Fall 2012	1 Gebert
Spring 2013	1 Gebert
Fall 2013	2 Horn, Leadon
Spring 2014	2 Horn, Leadon
Fall 2014	0
Spring 2015	0
Spring 2016	1 Gisolfi
Fall 2016	1 Gisolfi
Fall 2016	2 Volkmann, Williamson

Tenure-Track Course Release Time: The annual teaching contact hour workload in organized classes for professors, associate professors, and assistant professors is 21 hours. New untenured faculty members are released from 24 contact hours in their first five years of employment. In the fourth or fifth year, 9 of these hours may be collected in a single semester in order to secure a release from teaching for that semester, subject to the approval of the department chair and the college president.

Support for Faculty Publications: Funds have been provided to faculty members to assist with the preparation of book manuscripts. The support has generally taken two forms: a stipend to hire a student research assistant, or partial or full underwriting of publication costs for books.

Architecture faculty who have received stipends of $4,000 each are:

- Nandini Bagchee
- Hillary Brown
- Jeremy Edmiston
- Marta Gutman
- Brad Horn
- Francis Leadon
- Frank Melendez
- Elisabetta Terragni
- June Williamson

Faculty who have received underwriting for book production costs (Oscar Riera Ojeda Publishing) are:

- Lance Jay Brown - $32,000
- Fabian Llonch - $32,000
- Christian Volkmann - $30,000
- Jeremy Edmiston - $30,000

Mentoring Program for Tenure-Track Faculty: Each tenure-track faculty member is paired with a tenured colleague in the department who serves as a mentor for the tenure process. Seven faculty members currently teaching in the architecture programs are on the track to tenure; two of them will be going up for tenure in the 2016-17 academic year.

Support for Conference Travel: CCNY provides a modest yearly budget, significantly supplemented in typical years by funds from the Spitzer Endowment, to reimburse faculty for travel to participate in conferences. The school has supported faculty to travel to professional conferences at the following yearly levels:

2011-12	$25,000
2012-13	$30,000

2013-14	$35,000
2014-15	$40,000
2015-16	$43,000

Faculty members have been supported for travel to the following conferences since the last NAAB visit:

- AIA National Convention – Frank Melendez, Hillary Brown
- American Society of Civil Engineers (ASCE) – Hillary Brown
- Association of Collegiate Schools of Architecture (ACSA) – June Williamson, Nandini Bagchee, Christian Volkmann, Lance Jay Brown
- Association of Collegiate School of Planning (ACSP) Annual Conference – June Williamson
- American Planning Association (APA) – June Williamson
- Building Technology Educator's Society (BTES) – Frank Melendez, Christian Volkmann
- College Art Association (CAA) – Nandini Bagchee
- Congress for the New Urbanism (CNU) – June Williamson
- Healthy Buildings America 2015 – Ahu Aydogan Akseli
- International Congress on Construction History – Sean Weiss
- International Council for Local Environmental Initiatives (ICLEI) Resilient Cities – Christian Volkmann
- Nineteenth-Century Studies Association Conference – Sean Weiss
- Society of Architectural Historians (SAH) – Marta Gutman, Sean Weiss
- Society of City and Regional Planning Historians (SACRPH) – Nandini Bagchee, Marta Gutman, June Williamson
- Vernacular Architecture Forum (VAF) – Marta Gutman

CCNY Awards and Grant Programs for Faculty: A number of faculty awards and grant programs are available at the college level. Details of some of the opportunities are online.

- President's and Provost's Faculty Awards: https://www.ccny.cuny.edu/academicaffairs/awards
- Faculty Travel Program: https://www.ccny.cuny.edu/research/facultytravel
- Internal CUNY Funding Opportunities: https://www.ccny.cuny.edu/research/cunyfunding

A partial list of awardees:

Christian Volkmann	2012 $50,000	City SEED Grant, "Daylight Reuse for Improving Energy Efficiency in Existing Buildings," with N. Madamopoulos (Electrical Eng.), Jorgé González (Mechanical Eng.), and Kevin Foster (Economics and Business)
Christian Volkmann	2012 $1500	Grant, Faculty Travel Program, to attend ICLEI in Germany
Marta Gutman	2013 $5000	Honorarium, President's Award for Excellence
Marta Gutman	2014 $2000	Honorarium, Provost's Outstanding Teaching Award
June Williamson	2014 $2000	Honorarium, President's Award for Outstanding Faculty Service in the Spitzer School of Architecture

PSC-CUNY Research Award Program: The Professional Staff Congress–City University of New York (PSC-CUNY) Research Award Program was established as a major vehicle for the university's encouragement and support of faculty research and to leverage external funding. It seeks to enhance the university's role as a research institution, further the professional growth and development of its faculty, and provide support for both established and younger scholars. Awards are distributed by the University Committee on Research Awards, a faculty committee, and administered by the Research Foundation of CUNY. Preference is given to junior faculty in the allocation of funds.

Nandini Bagchee	2014-15 $3,500	For research on the project "Counter Institution: Politics and Spatial Appropriation in the Lower East Side."
Nandini Bagchee	2015-16 $6,000	For manuscript production "Counter Institution: Activist Estates of the Lower East Side."
Hillary Brown	2014-15 $5,889	"Community-Based Infrastructure: Feasibility Analysis for a Pilot Program in Rural Haïti."
Frank Melendez	2015-16 $3,500	Research, "Responsive Pneumatic Systems in Architectural Design."
June Williamson	2012-13 $6,000	For publication support of "Designing Suburban Futures: A Report from Build a Better Burb."
June Williamson	2014-15 $3,500	For research travel support for "Residential Compounds of the Arab-American Oil Company (ARAMCO): Then and Now."

Other CUNY Grants and Released Time Programs: Assistant Professor Sean Weiss was awarded a competitive fellowship in spring 2016 from the Faculty Fellowship Publication Program sponsored by CUNY's Office of the Dean for Recruitment and Diversity. This provided the opportunity to take part in a CUNY-wide writing workshop to develop his book manuscript. It came with a release of 3 teaching hours and funding for an adjunct to teach in his place.

Staff Development
All staff members, depending on their union designation, have various benefits to aid in their development at CUNY. Tuition benefits are given for undergraduate and graduate courses at all CUNY schools. Professional development funds may be sought to cover costs of trainings, conferences, and tuition and fees not covered under the amount designated by the tuition waiver. College training sessions are available to administrators on topics like sexual violence, mental health awareness, and CPR.
http://www.psc-cuny.org/our-benefits/professional-development
http://www.dc37.net/benefits/education.html

Faculty Research Activities, 2012-Present
The 20-plus full-time faculty members who teach in the architecture programs have been extremely productive, generating a wealth of research, scholarship, and creative projects. A partial listing of activities follows:

Books

Nandini Bagchee	• *Counter Institution: Activist Estates of the Lower East Side* (Fordham University Press, forthcoming 2017).
Hillary Brown	• *Infrastructure Ecologies: Progressive Development Models for Emerging Economies*, with Byron Stigge (MIT Press, forthcoming 2016). • *Next Generation Infrastructure: Principles for Post-Industrial Public Works* (Island Press, 2014).
Lance Jay Brown	• *The Legacy Project: Via Verde, New Housing New York,* with Tara Siegel and Mark Ginsberg (Oscar Riera Ojeda Publishers, 2015). • *Urban Design for an Urban Century*, 2d ed., with David Dixon and Oliver Gillham (John Wiley & Sons, 2014). • *Beyond Zuccotti Park: Freedom of Assembly and the Occupation of Public Space,* ed., with Ron Schiffman and Rick Bell (New Village Press, 2012).
Jeremy Edmiston	• *Surfaced. The Formation of Twisted Structures: The Work of SYSTEMarchitects* (Oscar Riera Ojeda Publishers, 2015).

Books

Marta Gutman	• *A City for Children: Women, Architecture, and the Charitable Landscapes of Oakland, 1850-1950* (Chicago: University of Chicago Press, 2014). Winner of several prizes: Urban History Association: UHA-Kenneth Jackson Award; Center for Historic Preservation: Historic Preservation Book Prize; Langum Charitable Trust: Gene E. and Adele R. Malott Prize. • Co-editor, *Buildings & Landscapes: Journal of the Vernacular Architecture Forum*, 2009-15.
Brad Horn	• Editor, *Ineffable: Architecture, Computation and the Inexpressible Architecture* (Oscar Riera Ojeda Publishers, 2012). • *Architecture from Anything: Contemporary Strategies of Design Pedagogy* (Metropolis Books, forthcoming). Supported by a Graham Foundation Grant (2013).
Fran Leadon	• *Broadway: A History of New York City in Thirteen Miles* (W. W. Norton, forthcoming 2017).
Fabian Llonch	• *Displaced: Llonch+Vidalle Architecture* (Oscar Riera Ojeda Publishers, 2015).
Dominick Pilla	• *Elementary Structural Analysis and Design of Buildings: A Guide for Practicing Engineers and Students* (Taylor Francis, in contract).
Julio Salcedo-Fernandez	• *Generic Specific Continuum: Scalar Architecture* (Oscar Riera Ojeda Publishers, 2012).
Elisabetta Terragni	• *GAPS: Maps, Thresholds and Breaks in the Architectural Design of Elisabetta Terragni*, introduction by Sauerbruch+Hutton (Nodo Libri, 2015).
Christian Volkmann	• *Prototyping Architecture: The Solar Roofpod: An Educational Design-Build Research Project* (Oscar Riera Ojeda Publishers, 2015).
June Williamson	• *Designing Suburban Futures: New Models from Build a Better Burb* (Island Press, 2013). Shortlisted for the Francis Tibbalds Book Award. Supported by a Graham Foundation Grant (2012) and a New York State Council on the Arts Independent Project Award (2011).

Book Chapters

Toni Griffin	• "Epilogue: Detroit Future City," with June Manning Thomas, in *Mapping Detroit*, eds. June Manning Thomas and Henco Bekkering (Wayne State University Press, 2015). • "Hurricanes, Civil Unrest and the Restoration of the American City: Lessons from Newark for a New Planning Response," *New Orleans under Construction*, eds. Michael Sorkin, Carol McMichael Reese, and Anthony Fontenot (Verso, 2014). • "A Tale of Two Publics: Washington, DC, and the Anacostia River," *In Search of the Public: Notes on the Contemporary City*, eds. Mario Gandelsonas, Rafi Segal, Els Verbakel, and Diana Segrest (School of Architecture, Princeton University, 2013).
Marta Gutman	• "Cold Water," in *The Arsenal of Exclusion/Inclusion*, ed. Interboro Partners (Barcelona & New York: Actar, in press). • "Teaching Marshall/Marshall Teaching: Encounters with Berman," in *Adventures in Modernism: Thinking with Marshall Berman*, ed. Jennifer Corby (New York: UR Books/ Terreform, 2015): 52-61. • "The Physical Spaces of Childhood," chap. 13 in *The Routledge History of Childhood in the West*, ed. Paula S. Fass (New York: Routledge, 2012): 249-66.
Brad Horn	• "Architecture from Anything?" in *Stories from Design Schools*, ed. Keyang Tang (Peking University Press, 2012): 45-74.
Elisabetta Terragni	• "Cold War Panor(a)ma: Porto Palermo Museum in Albania," in *RE-ENACTING THE PAST: Museography for Conflict Heritage* (Lettera Ventidue, 2013): 396-411.
Christian Volkmann	• "Configuring Architectural Education beyond an Academic Context," in *Architecture Live Projects: Pedagogy into Practice*, ed. Harriet Harris (Routledge, 2014).

Book Chapters

Sean Weiss	• "Bernard Forest de Bélidor," "Arcisse de Caumont," "Charles Garnier," "Albert Lenoir," and "Charles Percier and Pierre-François-Léonard Fontaine." In *The Architect's Library: A Collection of Notable Books on Architecture at Vassar College*, ed. Nicholas Adams (Poughkeepsie: Vassar College Libraries, 2014): 30, 39, 55-57, 70-71, 89-90. • "Architectural Design," "Blueprint," and "Perspecta." In *Architettura del Novecento – Vol. 1, Teorie, Scuole, Eventi*, ed. Marco Biraghi and Alberto Ferlenga (Einaudi, 2012).
June Williamson	• "Retrofitting Levittown," in *The Suburb Reader,* 2d ed., eds. Becky Nicolaides and Andrew Wiese (Routledge, 2016). • "Urban Design Tactics for Suburban Retrofitting," in *Retrofitting Sprawl: Addressing Seventy Years of Failed Urban Form,* ed. Emily Talen (University of Georgia Press, 2015): 103-121. • "Protest on the Astroturf at Downtown Silver Spring: July 4, 2007," in *Social Justice in Diverse Suburbs: History, Politics, and Prospects,* ed. Christopher Niedt *(*Temple University Press, 2013): 54-69. • "Live, Work and Play: Palimpsest in Pico Rivera," Mojdeh Baratloo, ed., *Rebooting Urban Design: Energy, Economy, Ecology* (New York: Columbia GSAPP, 2013): 57-71. • "Retrofitting Suburbs," with Ellen Dunham-Jones, in *Independent for Life: Homes and Neighborhoods for an Aging America*, eds. Henry Cisneros, Margaret Dyer-Chamberlain, and Jane Hickie (Austin: University of Texas Press, 2012): 179-196.

Journal Articles, Book Reviews, Conference Papers, Proceedings, Presentations

Ahu Aydogan Akseli	• Aydogan, A., Tardos, G., Biddinger, E. "Granulation of Growth Media for Indoor Air Purification Utilizing Botanically-Based Systems," Conference forthcoming, Indoor Air (2016). • Aydogan, A., Dyson, A., Montoya, L.D. "From Lab Scale to the Building Scale: Formaldehyde Removal by a Plant Module," in *Proceedings of Healthy Buildings 2015 America* (2015). • Wrobetz A., Aydogan Akseli, A., and Montoya, L.D. "Physical and Biological Characterization of Porous Media for VOC Removal," in *Proceedings of American Association for Aerosol Research 34th Annual Conference* (2015).
Nandini Bagchee	• "Building for Peace in New York City," *Journal of Architectural Education* 69:1*,* Mar. 2015. • "Book Review of *Unlearning the City: Infrastructure in a New Optical Field* by Swati Chattopadhyay," *Buildings & Landscapes* 21:1, Spring 2014. • "Public Interior: The (Un) Real Estate of ABC No Rio*," Parsons Works 7 AAS Interior Design,* June 2014. • "Housing and Activism in New York City," Nomad Seminar: The Housing Question, College of Arts and Sciences of the University of San Diego (Mar. 13, 2015). • "Public Space Private Realm," (Re)Visioning the Urban Imagination: The Art and Politics of Redevelopment, The American International University Richmond, London (Nov. 14, 2014). • "Counter Institution: Architecture and Spatial Appropriation in the Lower East Side," College Art Association, Chicago (Feb. 2014). • "Talks Not Troops: Mobilizing for Peace in New York City," Society for American City and Regional Planning History Conference, Toronto (Oct. 2013).
Cesare Birignani	• "Cartographies of Cities Past," in *Proceedings of the Second International Conference of the European Architectural History Network*, ed. Hilde Heynen and Janina Gosseye (Contactforum, 2012): 148-53.

Journal Articles, Book Reviews, Conference Papers, Proceedings, Presentations

Hillary Brown	• "Compound Infrastructure: Lessons from Engineering Precedents," *Journal of Bridge Engineering* 8 (July 2014). • "A Haitian 'Ecodistrict': Conceptual Design for Integrated, Basic Infrastructure for the Commune of Léogâne, Haiti," *Earth Perspectives – Transdisciplinarity Enabled* 1:4 (2014). • "Infrastructural Ecologies: A Macroscopic Framework for Sustainable Public Works," *Proceedings: International Conference on Sustainable Infrastructure. Journal of the American Society of Civil Engineers* (2014).
Peter Gisolfi	• Numerous articles about school space planning and design for ArcNewsNow.com, *School Planning & Management*, *The American School Board Journal, Learning by Design, Library Journal,* and *American School & University.*
Marta Gutman	• Response to Justin Binder's ongoing *Vacated* project for *Design and Violence*, edited by Paola Antonelli and Jamer Hunt (MoMA, 2013 +), http://designandviolence.moma.org/vacated-justin-blinder/. • "The Politics of Play in Oakland," SACRPH 15th National Conference on Planning History, Toronto, 2013. • "On Her Mind and in Her Practice: Lillie Crowder, I.S 201, and the Post-Brown Battle for Modern School Buildings in Harlem," Educating Harlem conference, Teachers College, New York, Oct. 2013.
Brad Horn	• Panel Moderator of "Contemporary Educators in Dialogue," at symposium *Learning/Doing/Thinking: Educating Architects in the 21st Century*, at Yale University School of Architecture (2016). • "Architecture from Anything," paper presented at *Architecture Education Goes Outside Itself: Crossing Borders/Breaking Boundaries*, University of Pennsylvania School of Design (2013).
Frank Melendez	• Melendez, F., Diniz, N., Rybyakova, V., "Liquid Actuated Elastomers: Soft Architectural Systems," poster accepted for exhibition at Association for Computer-Aided Design in Architecture Conference, "Posthuman Frontiers: Data, Designers, and Cognitive Machines" (University of Michigan, forthcoming Oct. 2016). • Melendez, F., Clifford, D. "Responsive Architectural Interventions: Mediating Between the Built and Natural Environments," Building Technology Educator's Society (BTES), 2015 BTES International Conference (Cal Poly San Luis Obispo, 2015). • Melendez, F. "Computation and Clay: Evolving Fabrication and Performance Strategies for Ceramics in Architecture," 2015 American Institute of Architects (AIA)/Association for Collegiate Schools in Architecture (ACSA) Intersections Conference (May 2015). • Melendez, F., Gannon, M., Jacobson-Weaver, Z., Toulkeridou, V. "Adaptive Pneumatic Frameworks", Association for Computer-Aided Design in Architecture (ACADIA), Design Agency, International Conference (Oct. 2014).
Dominick Pilla	• Pilla, D., Vaccaro, J., Wilde, J., "Monitoring the Health of a Building during and after Rehabilitation," *Structure Magazine*, 2015. • Pilla, D., Tong, X., "Creating an Opening in Existing Floors," *Structure Magazine*, 2013. • Pilla, D., Kaniuczok, M., "Diving In: Steel Helps a Single-Family Home and Pool House Go Swimmingly," *Modern Steel Construction*, 2013. • Pilla, D., Tong, X., "Horizontal and Vertical Enlargement of a 'Sliver' Building," *Structure Magazine*, 2013. • Pilla, D., Tong, X., "Penthouse View: A New Modular Structure Provides an Option for Unused Rooftop Space," *Modern Steel Construction*, 2012.

Journal Articles, Book Reviews, Conference Papers, Proceedings, Presentations

Julio Salcedo-Fernandez	• "Emerging Technologies and Evolving Pedagogies," presentation and panel symposium, ACSA Annual Conference, San Juan, Puerto Rico, Nov. 2015. • "Tejiendo Tejidos: Building Sustainable Communities," Spanish Agency for International Cooperation and Development, San Salvador, CCESV, Dec. 2014. • First Sustainable Cities Forum, Cities 2.0: Inhabitants, Green Construction and Mobility. Universidad Centroamericana Jose Simeon Cañas – UCA, San Salvador. Dec. 5, 2014. • Salcedo-Brossa-Hamar 2.0 Public Forum, Hamar, Norway, Oct. 2014. • The Evolution of Architectural Pedagogy – La Evolución de la Pedagogía: Arquitectura en España, School of Architecture, University of Puerto Rico – San Juan, Mar. 24-25 2014. • Keith, Michele. *Designers Abroad.* Monacelli Press, 2013, 182-92. • Plunkett, Drew, and Olga Reid. *Detail in Contemporary Bar and Restaurant Design.* Laurence King Publishers, 2013. Chap. 2, 100-8.
Elisabetta Terragni	• "What's on the Face of a Coin," in *Perspecta, the Yale Architectural Journal* 47, spring 2014. • "Quanto di quello che abbiamo fatto va bene? How much of what we did is good?" in Architettura Guerra e Ricordo, *ENGRAMMA, la tradizione classica nella memoria occidentale* 113, Jan.-Feb. 2014. • "Twist and Shout, Archivio Enrico Cassina, Energia delle Cose Ritrovate," *Abitare Magazine*, 527 (Nov. 2012): 36-41. • "Epilogue," *Sui Muri*, catalogue of the exhibition on Debra Dolinski's painting, Como, Italy, Feb.2-Mar. 30, 2012.
Christian Volkmann	• "Teaching Tectonics," "Prototyping Architecture – Learning How to Manufacture things," in *BTES Proceedings*, July 2013. • Volkmann, C., Vlachokostas, A., Madamopoulos, N. "Prismatic Louver Active Façades for Natural Illumination and Thermal Energy Gain in High-Rise and Commercial Buildings," in *SPIE 8883 Proceedings*, ICPS 2013, Int. Conference on Photonics Solutions, June 2013. • "Solar Roofpod – Resiliency from the Rooftops Down," *ICLEI Resilient Cities, Proceedings*, Oct. 2013. • "Design-Build: Prototyping a Modular Energy-Efficient Envelope System," ACSA Fall Conference: Offsite, Philadelphia, Sept. 2012.
Sean Weiss	• "Architecture: Between Social Engagement and Neoliberalism," Production Sites (Symposium), Bartlett School of Architecture, University College London, July 29-30, 2015. • "Frozen Assets: Photography, Time, and Labor on the Construction Site*," Proceedings of the Fifth International Congress on Construction History* (June 2015). • "Engineering the Surface," Nineteenth-Century Studies Association Conference, Boston, Mar. 27, 2015. • "The Lessons of the Rag-Picker," *PLOT* 4 (spring 2015): 8-14. • "Exhibition Review: Henri Labrouste: Structure Brought to Light," *caa.reviews*, Apr. 2014. • "Photography, the Politics of Potable Water, and the Construction of Modern Paris," Annual Meeting of the American Comparative Literature Association, New York, Mar. 20-23, 2014.

Journal Articles, Book Reviews, Conference Papers, Proceedings, Presentations

June Williamson	• Williamson, J., Kühl K., "ParkingPLUS: How Design Produces a Future for Long Island's Suburban Downtowns," *Articulo – Journal of Urban Research* [Online] 13, 2016. • "Learning from Suburban-Style Retirement Communities in the Sunbelt: Sun City and The Villages," SACRPH 15th National Conference on Planning History, Los Angeles, Nov. 2015. • Williamson, J., Kühl K., "The ParkingPLUS Design Challenge: A Role for Design in Better Suburban Futures," Association of Collegiate Schools of Planning Annual Conference, Philadelphia, Nov. 2014. • Kühl, K. and Williamson, J., "Growing Long Island's Downtowns: The Regional Benefits of Better Parking Design," *Urban Omnibus*, Mar. 12, 2014. • "Americans Abroad: Aramco's Ras Tanura Compound circa 1970," SACRPH 15th National Conference on Planning History, Toronto, 2013. • "Suburban Futures, Now!" *Catholic University of America Summer Institute of Architecture Journal* 8, Sept. 2013: 108-15. • "A Review of 'Seven Rules for Sustainable Communities: Design Strategies for the Post-Carbon World' by Patrick M. Condon," *Journal of Planning Education and Research* 33 (June 2013): 250-52. • "Who Will Lead the Way in Designing More Resilient Suburban Futures?" OWA (Organization of Women Architects and Design Professionals) 40th Anniversary Symposium, University of California, Berkeley, Apr. 2013. • "Designing Suburban Futures: A Report from the Build a Better Burb Competition," From the Outside In: Sustainable Futures for Global Cities and Suburbs, interdisciplinary conference, National Center for Suburban Studies, Hofstra University, Hempstead, NY, Mar. 2013. • "Notes on Grids and Back Alleys," *PLOT* 1 (spring 2012).

Creative and Professional Work, Built or Completed

Jacob Alspector	• Grace Church School High School, New York, NY, completed 2014. Reviewed in *Wall Street Journal* and many other publications. • NYU Bobst Library renovations, New York, NY, completed 2012. • Science Classroom Suite Renovations, Town School, New York, NY, 2015.
Nandini Bagchee	• Stony Hill House in Amagansett, NY, featured in Alix Browne, "Barn Raising," cover article of *New York Times Style Magazine*, May 6, 2012, and several other publications.
Hillary Brown	• Devils Thumb Ranch, Tabernash, Co. Integrated systems architect, in association with Positive Energies, LLC, Developed master plan for integrated campus net-zero energy, renewable heating and cooling, water treatment, waste management (project in construction), 2014. • GEM (Global Energy Model) Institute, Co-Founder with Daniel Gregory, P.E. Assisted development of the GEM model, a comprehensive tool for electrical and critical infrastructure co-development, addressing energy poverty in developing economies, Haiti as pilot program. Feasibility scope of work for $1.1 million energy master plan, funded by the Government of Haiti, master plan, 2012.
Jeremy Edmiston	• 187F UNhistoric townHOUSE, New York, NY, 2016. Architizer A+ Award in Architecture + Materials for innovative use of brick construction in a historic Manhattan neighborhood, 2014.

Creative and Professional Work, Built or Completed

Brad Horn	• Little Peek House, Vinalhaven, ME, completed 2016. • Artist's Complex, Pine Plains, NY, completed 2015. • Kenton's, New Orleans, LA, completed 2015. Published in *Architectural Digest*. • Wassail, New York, NY, completed 2015. Published in *FSR Magazine*. • Harlem Townhouse, New York, NY, completed 2012, published in *Interior Design.* • Original Media Headquarters, New York, NY, completed 2012, published in *Design Bureau, Interior Design Magazine.* • Maysville, New York, NY, completed 2012, published in *Architectural Record, Architectural Digest.*
Fabian Llonch	• Residencias Richieri, 200 square meter residential building, Rosario, Argentina, completed 2014. • Centro Cultural, Convenciones y Hotel, Rafaela, Argentina, competed 2011. Selected to represent Argentina in the 2016 Sao Paola International Architecture Biennial.
Dominick Pilla	• Affordable Housing – Cottage Gardens Project, Yonkers, NY, in-progress. Civil and structural design and support for the City of Yonkers redevelopment plan of an existing 9-acre site that will accommodate affordable, market, and senior housing. • Nyack College's Sky Island Lodge, Nyack, NY, in progress. The remediation comes after a 2013 gas explosion that left the building unusable and in need of complete restoration. • 740 Madison Avenue, New York, NY, in progress. Engineering and historic restoration/conservation of the façades for three existing wood-framed masonry, contiguous, five-story buildings at the southeast corner of 64th Street. • Peruvian Volunteer House, Yantalo, Peru, 2014. Structural engineering of concrete moment frame system with ribbed slab construction and a sloped wood rafter roof. Project coordinated through the Yantalo International Volunteer Organization (YIVO). • Affordable Housing–Vicinitas Hall Project, Bronx, NY, 2012. Structural design for 68 units of affordable and supportive housing in the East Tremont community.
Julio Salcedo-Fernandez	• Reggio Pre-school and Religious Center, Huntington, New York, completed 2014. Published in ArchDaily, Feb. 2015. • Broda Residence, New York, NY, 2014. • Buck Lake Conservation Camp, Buck Lake, VT, 2013. • 202 East 29th Street, New York, NY, 2011-14. • St. Grambinus, Brooklyn, NY, 2013.
Elisabetta Terragni	• Research and project to transform a former military base in Porto Palermo, Albania, into a Museum of the Cold War, working with archeologists, historians, filmmakers, and graphic designers and with the Albanian Civil and Military Authorities, 2011-present. • Movable pavilion with a zero-impact energy balance on Lake Como, Italy, 2012. • Trento and Tirana Tunnels Project. Published in *Slum Lab*, exhibited at MAXXI Museum, Rome, Chengdu Biennale. • Meta-Lab at Harvard (USA) and Kitchen Lab in Cernobbio (Italy). Two experimental spaces to be used in a variety of ways and for different purposes.
Christian Volkmann	• Solar RoofPod installation, 2014.

Design Research Projects

Ahu Aydogan Akseli	• Building-Integrated Active Modular Phytoremediation Systems, ongoing research from PhD. • "Adsorbents for Use in Building-Integrated Plant-Based Dynamic Filtration Media for Removing Chemical Warfare Agents," with Elizabeth Biddinger (Chemical Eng., CCNY Grove School of Engineering), grant of $100,000 from the U.S. Department of Army, Minority Serving Institutions Science, Technology, Engineering and Mathematics Research and Development Consortium, 2016.
Nandini Bagchee	• "Sock Farm," proposal for energy harvesting structure for Freshkills landfill site published in book, *Regenerative Infrastructures: Freshkills Park NYC, Land Art Generator Initiative*, Prestel, UK, 2013.
Hillary Brown	• "Infrastructure Master Plan for a Sustainable Rural College Campus," University of Les Cayes, Haiti, 2014. • "Infrastructural Ecologies for Fouche, Haiti: Multipurpose, Integrated and Synergistic Systems," 2013. • "Planning an EcoDistrict: Integration of Critical Infrastructure Proposed for the Commune of Leogane, Haiti," 2012.
Frank Melendez	• "Responsive Pneumatic Systems in Architectural Design" small-scale prototypes for sustainable building envelopes, 2015-16. • "Architectural Design Strategies for Responsive Robotic Fabrication," collaboration with Phillip Anzalone (New York City College of Technology), 2015-16. • "Biomaterials and Responsive Wearables," collaboration with Nancy Diniz (RPI), 2015-16.
Julio Salcedo-Fernandez	• *The Homestead Project, a Residence Reimagined,* exhibited at Farnsworth Museum, Rockland, ME, Mar. 2012. • Pelletier, Michelle. "The Homestead Project: A Residence Reimagined," *Bangor Daily News*, Portland, ME, May 2, 2012.
Elisabetta Terragni	• *Rome-Detroit: Time Ruin and Return* (Parallel Lives of Two Cities), in progress. • Installation, "In Prospettiva," at the exhibition Stanze, Altre filosofie dell'Abitare, Triennale di Milano, 2016. • "Erasmus Effect. Architetti italiani all' estero/Italian Architects Abroad," MAXXI Museum, Rome, Dec. 5, 2013-Apr. 27, 2014.
Christian Volkmann	• "Daylight Reuse for Improving Energy Efficiency in Existing Buildings," with N. Madamopoulos (Electrical Eng.), Jorgé González (Mechanical Eng.), and Kevin Foster (Economics and Business), $50,000 City SEED Grant, 2012. • Coordination of NY Passive House annual symposium, CCNY Spitzer School, June 2013.
June Williamson	• "Accommodating Freight in Complete Streets: A Guidebook," with Alison Conway (Civil Eng., CCNY Grove School of Engineering) and Stacey Hodge (NYC DOT), $30,000 grant from the New York State Energy Research and Development Authority (NYSERDA), 2016-17. • Member of multi-disciplinary Team Paterson, "Great Falls, Great Food, Great Stories," proposal for Paterson Great Falls National Historical Park, winner of National Parks Now competition, sponsored by Van Alen Institute & NPS, 2014-15. • "Timespires," proposal with Thomas Faust and Kimberly Chan for energy-generating land art for Freshkills Park, published in *Regenerative Infrastructures: Freshkills Park NYC, Land Art Generator Initiative*, Prestel, UK, 2013. • "Belvedere Crossing" and "Rivera Crossing," speculative proposals for retrofitting strip shopping centers in West Palm Beach, FL, and Pico Rivera, CA. First place winner in the CNU NextGen AuthentiCITY 2012 Urban Design Competition, published in the BMW Guggenheim LAB|log and Next City blog in 2012.

Student Support Services

Undergraduate Student Advising

The school's Office of Undergraduate Student Advising is comprised of two full-time professional advisors. They provide all curriculum advising and conduct audits of student records at each milestone in the curriculum. 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 ensure that students maintain optimal academic progress by preventing 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, and actively intervening where necessary.

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 or in the Writing Center. Potential or diagnosed learning disabilities are referred to the AccessAbility Center.

Career guidance takes many forms within the Spitzer School. A student entering the B Arch program as a freshman or transfer may have questions about the profession that are initially answered in advising sessions. However, students are encouraged to learn more about the profession from the many prominent practitioners who teach or visit the school to lecture and participate in events. The Architecture Alumni Group are an active force in providing career guidance to our students. They participate in panel discussions that focus on the trajectory from student life to successful careers and provide internships in their practices. These opportunities have led to invaluable mentoring experiences.

Advisors suggest that students who are engaging in an internship explore concurrent enrollment in the three-credit Co-Op Internship course sequence. These courses allow students to better understand their internship experience within the context of the academic setting and professional expectations. The instructor for this course is also the designated Architect Licensing Advisor and is a resource for IDP (AXP) and the path to licensure.

Undergraduate students leaving the B Arch program are assisted in choosing another major and possible career. The advising office takes seriously the school's obligation to these students until they are placed in another department or even another college. If they are far along in the major, they may be advised to take the BS in Architecture degree at the end of the equivalent of four years of full-time study. It should be noted that university policy prevents a student from receiving the B Arch degree if they elect to receive the BS in Architecture degree.

While no formal reporting procedure is currently in place, several broad categories of reasons for withdrawing from the architecture program can be identified:

- Architectural design is "not what I thought it would be" or "it's not for me."
- "I like the certainty of engineering or science."
- "I don't want to commit to the heavy workload."
- "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 dependents or siblings who 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 earn income to help support their families.

Graduate Student Services

Graduate students are advised by administrative staff and faculty. The graduate student services manager (GSSM) maintains student files and is the administrative point person and advisor for course registration, academic standing, and fulfillment of requirements for graduation. The program director and

relevant faculty make determinations regarding specific class waivers, transfer credits, and program-level policy advising. They are supported by the Dean's Office within the Spitzer School and by college-wide offices including the AccessAbility Center, Counseling Center, Student Health Services, Study Abroad, and International Student and Scholar Services.

The M Arch advising program includes:

- Individual meeting with the GSSM for each incoming graduate student, to review academic policies and requirements and college resources and to register for the first semester.
- An orientation session and a school-wide Convocation for all students, both at the start of the fall semester, to reinforce policies and procedures and introduce Spitzer School and CCNY resources and services.
- Regular M Arch program-wide meetings, led by the program director, to highlight curricular initiatives, share new information, and build camaraderie.
- Dedicated info sessions about special programs such as study abroad and scholarships.
- Individual student meetings with the GSSM in the fall of the final year to review progress toward graduation and goals beyond that.
- The *M Arch I Handbook,* in development for the 2016-17 academic year.

Outside these sessions, both formal and informal student meetings are available upon request, often by walk-in, to ensure that students receive immediate help with any problem, be it academic, financial or personal. Students are also able to meet with the department chair and the dean of the school for special advising and counseling needs. The GSSM e-mails students regularly with reminders about important dates, deadlines, and requirements. Course details including elective offerings are e-mailed and posted prior to each semester. The program director and GSSM work together with students on formulation of independent studies, teaching assistantships, research assistantships, and the like.

The program has made a concerted effort in recent years to encourage M Arch students to enter competitions and seek outside scholarships, both for recognition and financial benefits. Library staff together with the GSSM maintain a publicly accessible listing of scholarship opportunities. The GSSM communicates deadlines, and faculty work with the Dean's Office to nominate students for external awards.

The school supports professional development both in and outside the classroom. Visiting faculty, studio critics, and special guest lecturers provide regular professional insights and contacts, as do the full-time faculty and adjuncts. M Arch students take ARCH 85600 Professional Practice in their third year, and they are also eligible for up to 3 credits for a professional internship. The majority of students take advantage of this, and in many cases their part-time internships lead to full-time employment after graduation.
In 2015, the school established a dedicated LinkedIn group for graduate students. This helps the students develop their professional identities, network across years and programs, and research contacts. The program director and GSSM also track student employment and share the list of firms in order to help students seeking positions.

Both Programs

The school has recently worked to strengthen ties with the college's Career and Professional Development Institute (CPDI). Its director has hosted several on-site workshops for both undergraduates and graduates on resume-building tips, the interview process, and navigating the resources and job database the CPDI provides. In collaboration with the school's administration, the CPDI has strengthened relationships with many local firms and city agencies in an effort to provide a more robust listing of internships and job opportunities that are geared specifically toward architect students.

Job and internship postings are shared between the school and the CPDI, and the school makes a special effort to highlight the college-wide Career Fairs each semester. In the spring 2016 fair, for example, there were 11 employers specifically seeking architecture majors. The school holds an annual licensure presentation for both B Arch and M Arch students. An example of these efforts paying off for comes from a 2015 M Arch graduate: "I used the CCNY database and saw they had a recent posting

before graduation, applied after a series of interviews I got the offer. I started one week after graduation and had a planned cruise with my family the following week. Had much to celebrate."

Director of Advancement—Student Support Role
Most recently, the school's new director of advancement has joined the team. In addition to other duties, she actively cultivates internship, scholarship, and employment opportunities for students utilizing various contacts including alumni and local firms. The director forwards architecture and construction firms interested in hiring students to the Career and Professional Development Institute and introduces students to alumni for purposes of learning about the profession and broadening their networks.

The director works with the CCNY Architecture Alumni Group to expand and deepen networks of current students, upcoming grads, and potential students through meetings and activities such as portfolio reviews and women in design networking events. Through this office, alumni are encouraged to return to deliver lectures and be introduced to current students.

Disability Services and Accessibility
The AccessAbility Center within the college Office of Student Affairs serves the needs of the large and diverse community of students with disabilities. 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 students' needs including those that are visible and those that are not. 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. https://www.ccny.cuny.edu/accessability

The Spitzer School of Architecture works with the AccessAbility Center and strives to be fully accessible to persons with disabilities. The facilities are barrier-free, and hearing assistive devices are available in public meeting spaces.

Architect Licensing Advisor
Venesa Alicea (B Arch '05) AIA, NOMA, LEED AP BD+C has served as the Architect Licensing Advisor since 2010. Prof. Alicea is responsible for informing the students generally of the role the Architectural Experience Program (AXP)—formerly Intern Development Program—plays in the process leading to licensure.

Her activities include:

- Coordination of the program "Transition 101: From the Student to Architect," an annual presentation with representatives of NCARB, the New York State Board of Architecture, and the local AIA New York Chapter talking with students about the path to licensure, and the opportunities beyond graduation.
- Distribution of written material regarding the AXP and the ARE as well as relevant website references.
- Additional activities and informational events throughout the year.
- Individual advice and assistance to students and graduates by phone, e-mail, and face-to-face meetings.

Professor Alicea is an active part of the Architect Licensing Advisors Online Community and has attended the NCARB Architects Licensing Advisors Summit held in 2015, 2013, 2011, and 2009. She has participated in a series of programs for NCARB and AIA regarding professional development for emerging architects, both students and recent graduates. In April 2016, she participated on a panel for the NCARB Region 2 Educator and Practitioner Symposium. She has begun conversations with the CCNY Career and Professional Development Institute to tailor resources to the architecture students. B Arch students who are working in an architecture or design-related field have the opportunity to take a Co-op Internship elective she teaches. This evening course requires students to carry out various assignments related to

describing and analyzing their work experiences. She also continues to promote connections and build relationships between the students and the CCNY Architecture Alumni Group, through a series of speed mentoring/portfolio review and networking programs. She works closely with the student architect licensing advisor along with student organizations to publicize changes and opportunities.

I.2.2 Physical Resources

General Description and Space Plans
In 2009, the Bernard & Anne Spitzer School of Architecture moved into a state-of-the-art 130,000 square-foot building, fully remodeled by Rafael Viñoly Architects. The building is dedicated entirely to the school and includes all facilities for architecture, landscape architecture, and urban design programs. It also houses the architecture component of the MS in Sustainability in the Urban Environment program, and the J. Max Bond Center.

Studios
Two levels of the building are primarily dedicated to design studios, the majority of which are used for the architecture programs. A typical studio is approximately 1,100 square feet and contains one or two desks per student. Partition walls are sheathed with homosote for pinning up drawings. Partitions between studios on the second floor were removed in summer 2016 to increase space flexibility and improve utilization. If this change is successful, partitions on the third floor will be removed at a later date.

Classrooms
The school contains a variety of types of classroom spaces on the first floor, the two mezzanine levels, and within the library mezzanine, all equipped with projectors and screens or large-size video monitors. The classrooms range in size from small- and medium-size seminar rooms for 6 to 18 students to three large classrooms on the first floor, two of which are fully equipped for computer instruction for up to 20 students.

Auditorium
The Sciame Auditorium, on the first floor, is a partially raked space with capacity for 175 occupants. A multipurpose room, it has moveable seating and desks/tables in the front half of the room along with five rows of tiered, fixed seating in the rear. This space is highly sought after and used when available by the larger college community for special events, lectures, and movie screenings.

Atrium Gallery and Pin-Up Spaces
The central gallery space provides just under 3,000 square feet of exhibition space with just over 200 linear feet of pin-up area. The gallery is used for various exhibits major and minor as well as for final reviews and events such as receptions and Commencement exercises. The walls of four corridors around the gallery are also available for pin-up spaces as well as 11 other walls outside the upper-floor studios for review and public display. These spaces, like the auditorium, are often requested and used (when available) for various CCNY events.

Computer Labs/IT
The school has three designated fully-equipped digital classrooms. One with 24 high-capability workstations and a number of plotters and printers serves as a lab where students may do project work on high capability computers, produce plots, and carry-out work such as scanning. It is open extended hours Monday to Friday and on Saturdays as well as extended hours during critical periods such as end of term. Two additional dedicated teaching classrooms each have 20 work-stations, a printer and scanner. All three have projection and audio facilities to facilitate lectures/demonstrations.

Wireless network access is available in all areas of the building for student use and equipment connectivity, as is wired access for specialized equipment and permanently installed workstations

Various design studios, particularly those allocated to M Arch classes, are equipped with digital equipment appropriate to the level of the class and the nature of the project. Included are plotters, 3D

printers, and other digital fabrication equipment of varying sophistication. Workstations dedicated to supporting the equipment have also been deployed.

The model shop includes limited digital equipment at this time including laser cutters and 3D printers. These are available for production of work from files and material submitted by students.

Funding has been secured and space prepared for an extensive digital fabrication lab, which will be located conveniently to studios on the second floor.

Shop and Fabrication Spaces
The model shop serves all students and faculty as a dedicated work area for digital and analog tools. The shop, totaling approximately 2800 square feet, houses a sizable CNC machine and two laser cutters as well as various wood-working machinery, hand tools, and limited assembly space.

A grant has been committed to the college by the New York City Council to expand the digital fabrication capabilities of the Spitzer School. Two studios on the second floor have been altered to provide approximately 2,000 square feet of space to be dedicated to the new lab, which is projected to include a range of advanced digital equipment and other devices to allow students and faculty to learn and experiment with advanced digital processes and materials.

Equipment	Number of Units
3-D Printers	6
Milling Machine	1
Laser Cutting Machines	2
CNC	1
Dell Workstations	63
Large Plotters	6
Color Laser Printers	5
B&W Laser Printer	1

Architecture Library
With the architectural library on-site, students and faculty have multiple resources at their disposal. Two private study areas are on the mezzanine floor, a digital classroom on the main level, and copy and scanning resources are available. Two full-time staff manage the facility. See I.2.4 Information Resources, below, for full details.

Administrative Offices
The school administration is housed on the first floor in the south wing of the building. The dean, executive assistant to the dean, directors of finance and operations, advancement officer, graduate student services manager, department office, and chair reside in this hallway. Faculty mailboxes and a general supply room are also located here. Program directors have their own offices upstairs on the mezzanine floors, which house faculty office spaces.

Faculty Offices
Floors 2M and 3M contain 26 faculty offices and other classroom spaces. In addition, a space in the administration suite on the main floor is available for adjunct faculty use including computer, printer, and phone.

Solar RoofPod *(new since last visit)*
The Solar RoofPod is a student-designed 800 square-foot microdwelling newly surrounded by a garden. The prototype was designed and built by students under the supervision of Prof. Christian Volkmann for the Department of Energy's 2011 Solar Decathlon. It returned to CCNY in 2014 to serve as a living classroom and a hub for sustainable design. The RoofPod has a large living area used for a lunchtime lecture series around technology themes and a working kitchen and bathroom. It is also used for various

special events and meetings. The rooftop setting overlooking New York's skyline speaks to the different architectural scales involved in sustainable living.

The newer, adjoining Harlem Rooftop Garden provides the vital link among STEM studies, our local food system, and health. Spitzer School faculty are working with teachers and students at the on-campus High School for Math, Science and Engineering to create an urban farm and offer joint interdisciplinary programs for high school and college students.

J. Max Bond Center on Design for the Just City *(new since last visit)*
The J. Max Bond Center was established based on the belief that design can have a positive impact on urban reform in our nation's cities. Founded in 2011, the Bond Center aka JMBC is dedicated to the advancement of design practice, education, research, and advocacy in ways that build and sustain resilient and just communities, cities, and regions. The JMBC is housed in a dedicated space on the building's ground floor with a separate entrance to a meeting/workspace/pin-up area, two offices, storage, and a private bathroom. The space was upgraded in 2015.

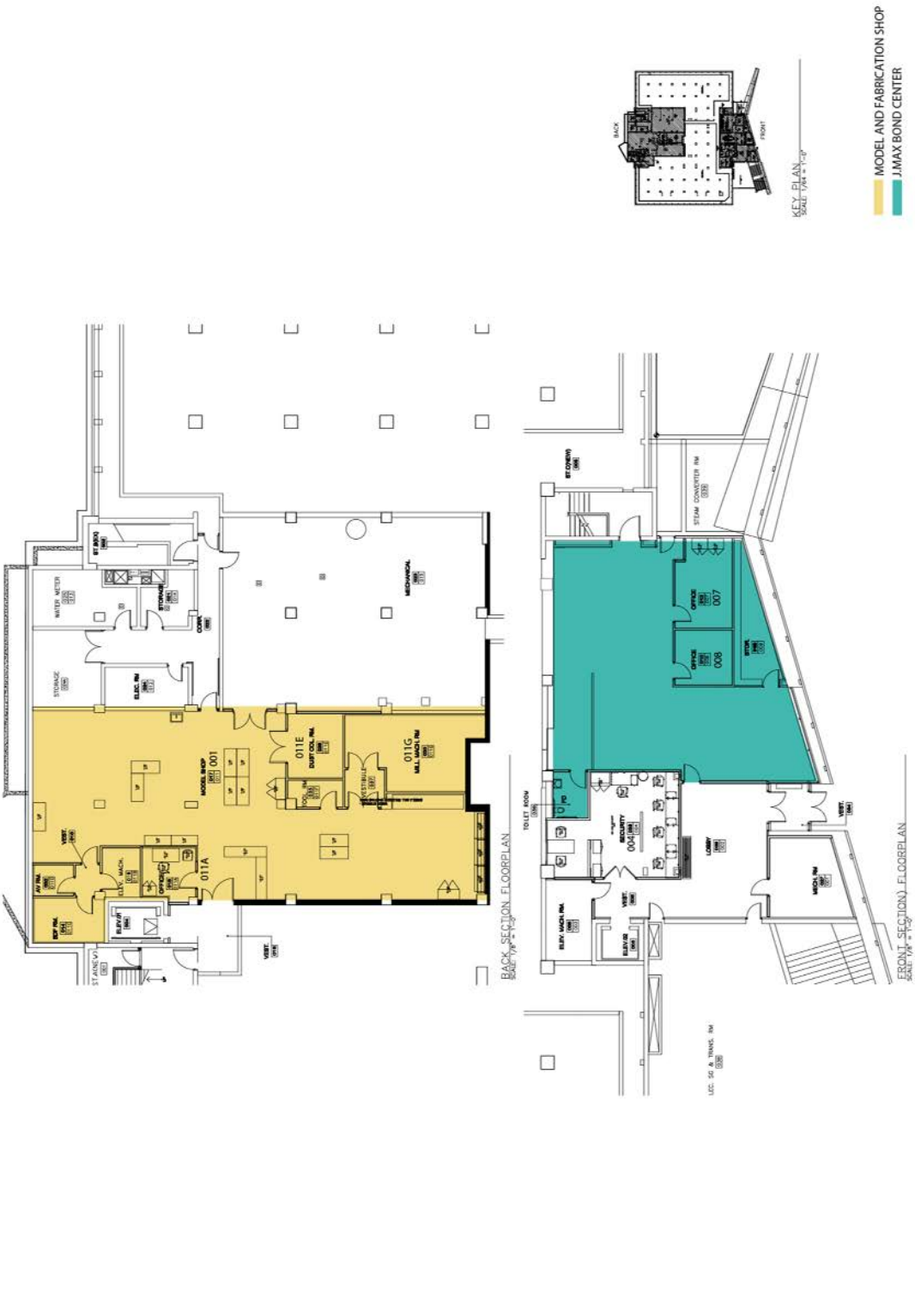
Key initiatives include:
- Legacy City Design Initiative
- Inclusion in Architecture: The State of African Americans and Hispanics in Architecture in the United States
- Just City Design Indicators Project
- Just Housing
- JMBC Talks series to facilitate interdisciplinary discussions about relevant design topics that affect the "just city" (see Faculty Development, *above*).

Community partners in New York include:
- Strivers Row Gallery
- Harlem School of the Arts
- Municipal Arts Society of New York
- The American Assembly at Columbia University

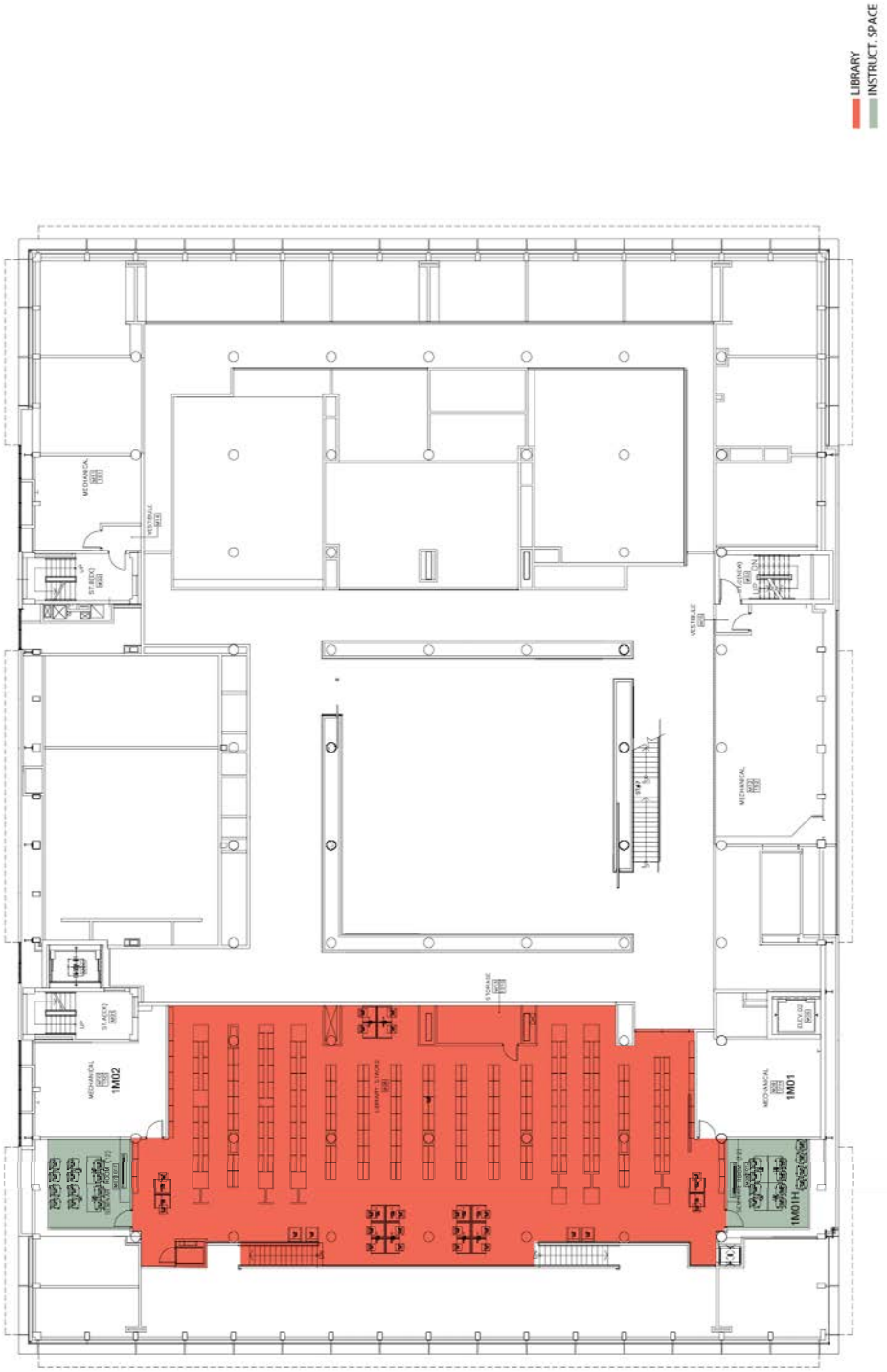
i-Bean Café *(new since last visit)*
The i-Bean Café opened in 2013 and provides a space for faculty and students to relax, mingle, study, and meet. With a full espresso bar and various fresh baked goods, sandwiches, and salads, the café has become the social center of the building.

Archive
A designated suite of rooms on the first floor allow for models and digital materials to be collected for the school publication, *City Works*. The space also provides an area for model photography. Office 2M05 provides added capacity for M Arch archival purposes.

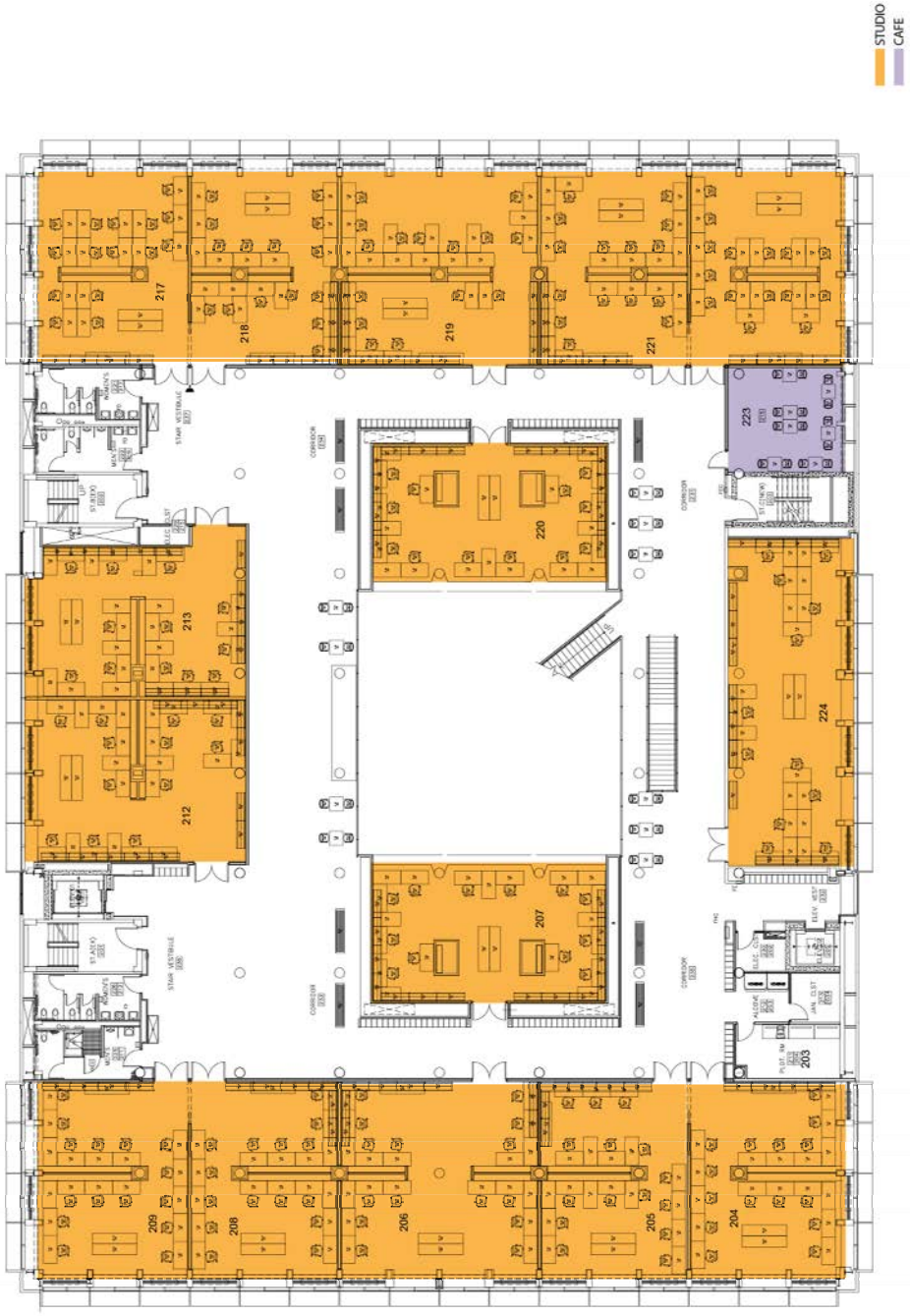
Building Plans
Space plans are on the following pages.

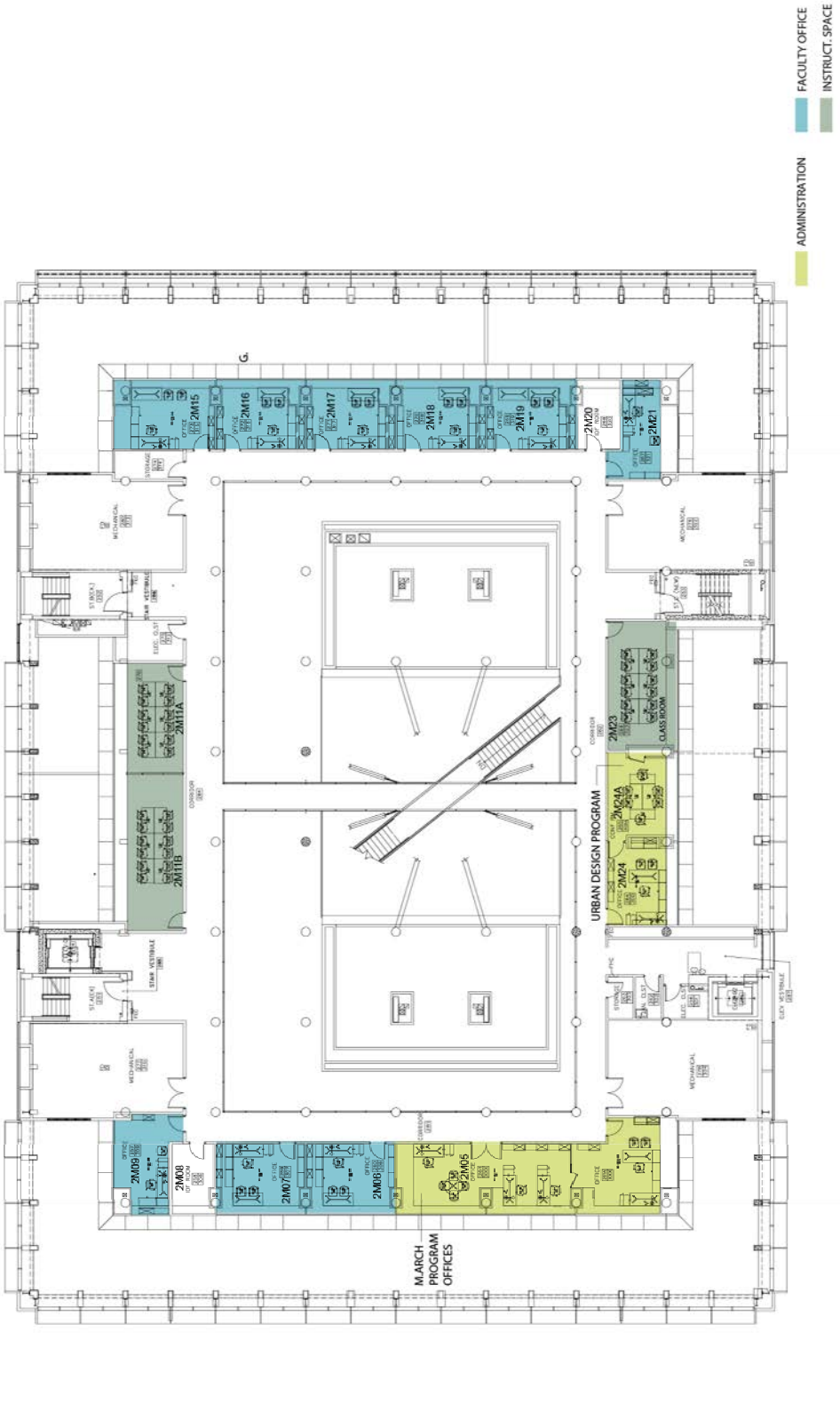

KEY PLAN
MODEL AND FABRICATION SHOP
J.MAX BOND CENTER
BACK SECTION/ FLOORPLAN
FRONT SECTION/ FLOORPLAN
Cellar MODEL AND FABRICATION SHOP - J.MAX BOND CENTER
Bernard and Anne Spitzer School of Architecture

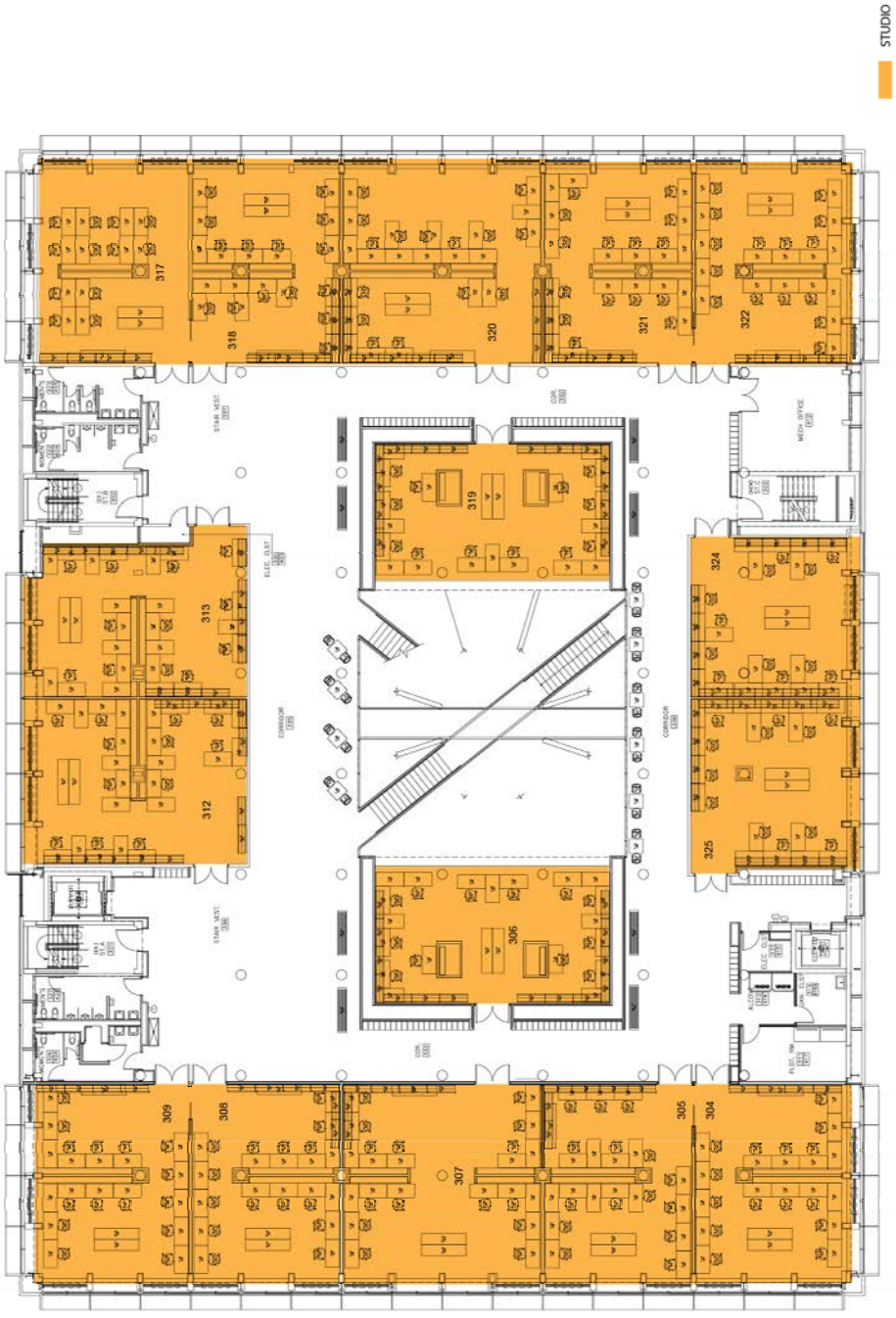
ARCHIVE/MODEL
DIGITAL MEDIA
LIBRARY
VISUAL RESOURCES
GALLERY
ADMINISTRATION
INSTRUCT. SPACE
LECTURE HALL
FACULTY OFFICE
CHAIR
DEPT. ASSISTANTS
OFFICE SUPLIES,
OPERATIONS MANAGER
DEVELOPMENT OFFICE
GRADUATE ADVISOR
FINANCE OFFICE
DEAN
DEAN'S EXEC. ASST.
ADJUNCT OFFICE
UNDERGRADUATE ADVISORS
1 Bernard and Anne Spitzer School of Architecture Architecture
1stFLR MAIN - GALLERY - ADMIN - LIB - SLIDE LIB - INSTRUCT - LECTURE



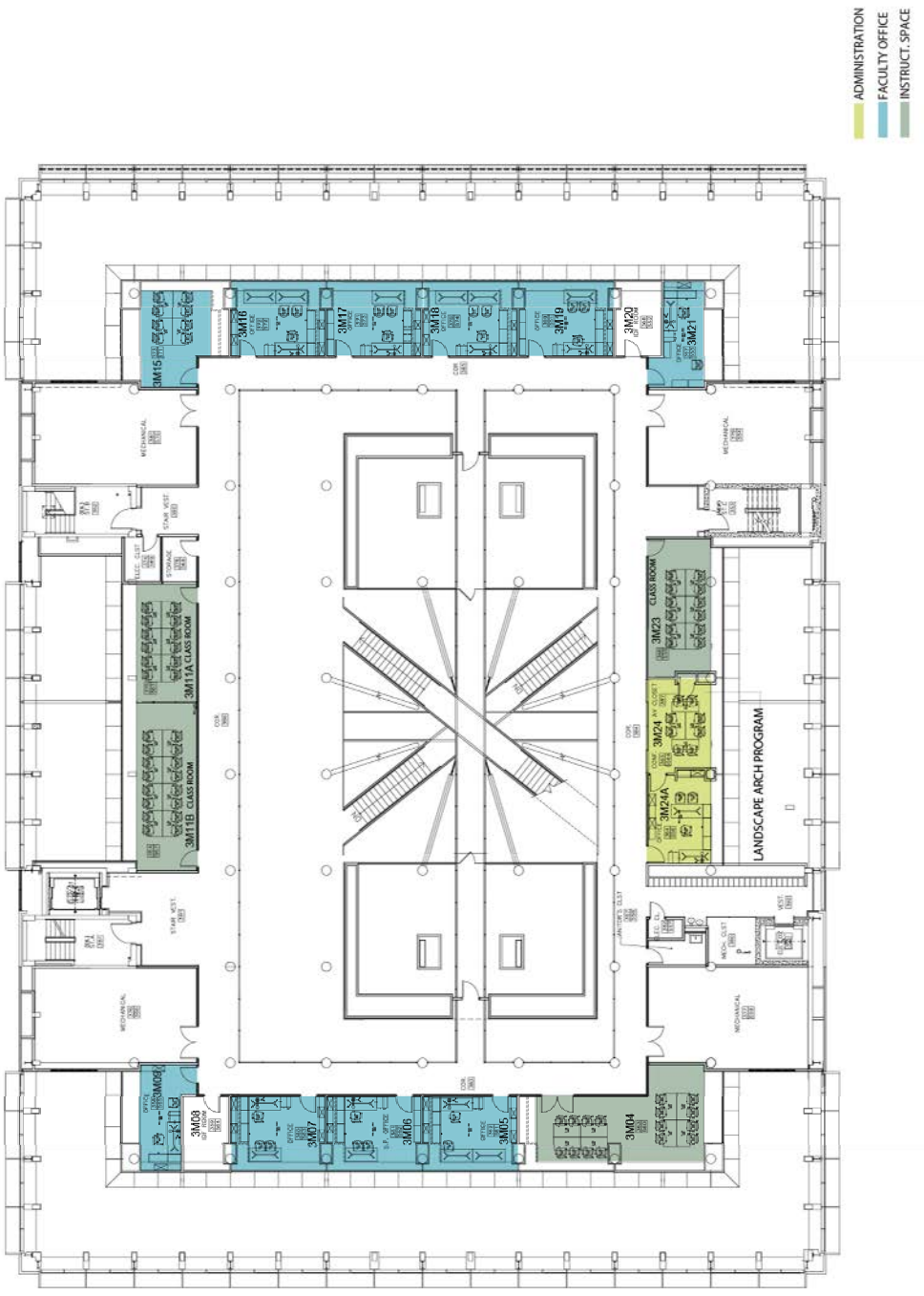
1M 1st FLR MEZZ - LIBRARY - INSTRUCT SPACE
Bernard and Anne School of Architecture

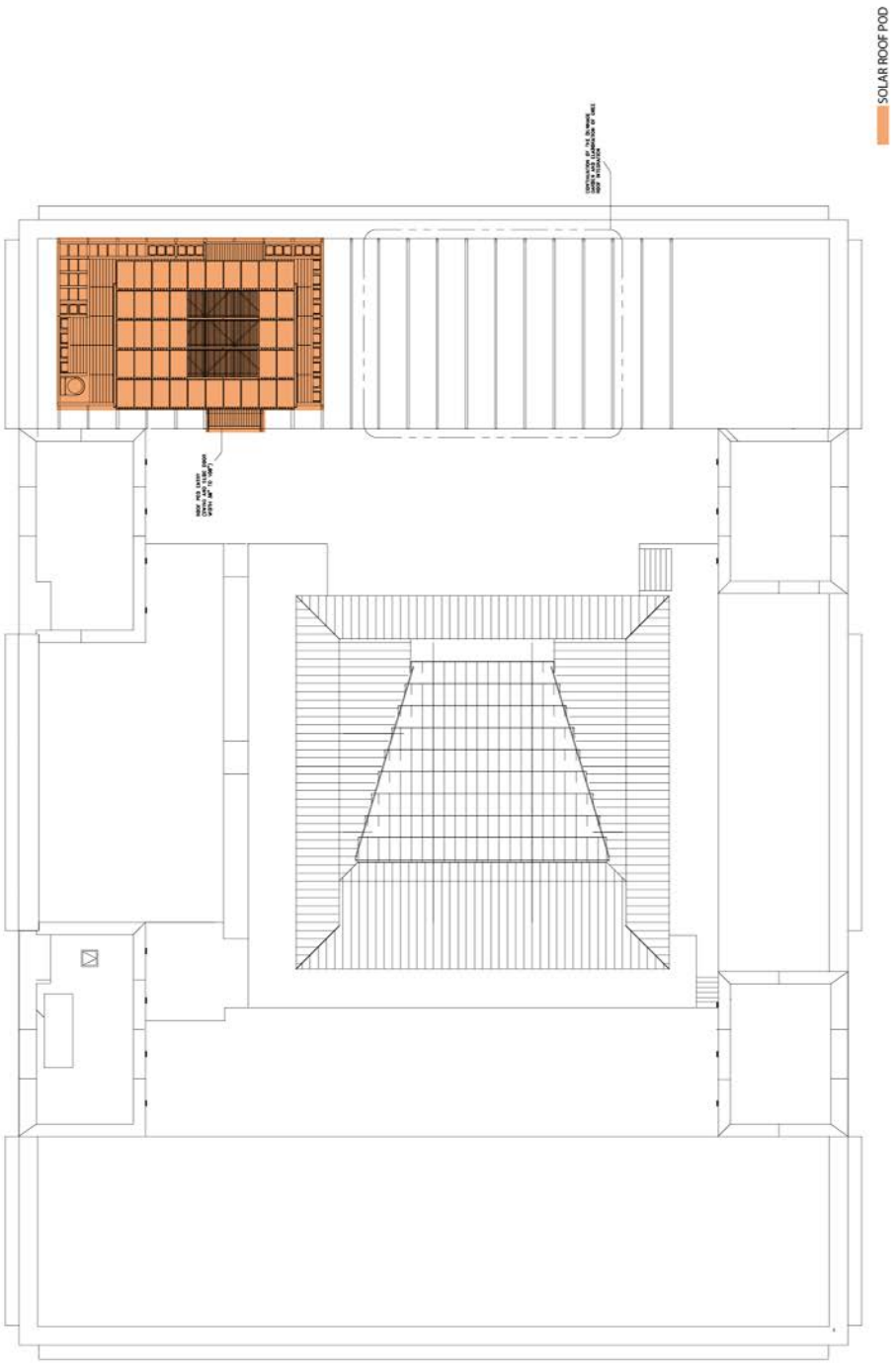

STUDIO
CAFE
2nd FLR STUDIO - HOSPITALITY SUITE
2 Bernard and Anne Spitzer School of Architecture


FACULTY OFFICE
INSTRUCT. SPACE
ADMINISTRATION
2M
2nd FLR MEZZ - PROGRAM & FAC OFFICES - SEMINAR ROOMS
Bernard and Anne Spitzer School of Architecture
URBAN DESIGN PROGRAM
M.ARCH PROGRAM OFFICES
2M15
2M16
2M17
2M18
2M19
2M20
2M21
2M11A
2M11B
2M23
CLASS ROOM
2M24A
2M24
2M09
2M08
2M07
2M06
2M05



3rd FLR STUDIOs
3 Bernard and Anne Spitzer School of Architecture


ADMINISTRATION
FACULTY OFFICE
INSTRUCT. SPACE
3M
3rd FLR MEZZ FAC. OFFICES - PROG. OFFICE- SEMINAR ROOMS
Bernard and Anne Spitzer School of Architecture
3M16
3M17
3M18
3M19
3M20
3M21
3M23
3M24
3M24A
3M11A CLASS ROOM
3M11B CLASS ROOM
LANDSCAPE ARCH PROGRAM
3M09
3M07
3M06
3M05
3M04



Roof SOLAR ROOF POD - BLEACHERS
Bernard and Anne Spitzer School of Architecture

Proposed Changes
During summer 2016, low partition walls between studio spaces on the second floor are being removed to allow for more flexible assignment of design sections. In addition, full-height partition walls are being removed between a set of studios on the second floor and a set on the third floor. These alterations will provide space for the installation of new Fabrication Lab spaces, which are in active planning. Funding has been secured to acquire new equipment.

Faculty Use of Space
Faculty use their own, individual, private offices for scholarship and advising through office hours. Faculty offices are equipped with office furniture, computer and communications equipment, and shelving. A space in the administration suite on the main floor is available for adjunct faculty use including computer, printer, and phone. Many faculty members participate in ad hoc committees to plan lectures and exhibits, and the school provides opportunities for showcasing faculty work through public events and installations. The Solar RoofPod described above is one example of faculty creativity and enhancement of the learning environment.

International Programs
The Spitzer School of Architecture does not have a branch campus. All students must graduate from its main/sole campus.

I.2.3 Financial Resources

Institutional Process
Financial resources flow to the Spitzer School through several channels. General university funding of operations is allocated each year by the state legislature through the governor's budget and distributed to the colleges, including City College, through funding formulas based on enrollment and tuition collections, 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 the University Facilities Planning, Construction, and Management Office based on requests made by individual campuses. In addition, supplemental operating and capital allocations can be obtained by request for special purposes or needs from the state (rare), the city (also rare), and from the university from time to time. The central college administration also grants requests for funding for strategic initiatives when funds are available. Under a new budgeting process, funds may be transferred by divisions, including Architecture, between revenue categories. For example, monies allocated to full-time positions that are vacant (retirement, resignation, etc.) are available for any other purpose including adjunct funding. The only exception is that revenue specifically earmarked for capital spending may not be used for any other category and generally must be spent according to a prescribed plan or proposal.

Expense Categories
Expenses are classified as personnel, other than personnel, and capital.

Personnel expenses are further broken out as full-time faculty and staff, adjunct faculty, and temporary services. Full-time faculty and staff 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 or other financial incentives provided for performance, other than promotions through the ranks to full professor and, in very rare instances, the rank of distinguished professor. Adjunct faculty compensation is determined by contact teaching hours paid at hourly rates prescribed for various ranks by collective bargaining contract. Temporary services cover part-time hourly employees, principally students.

Other than personnel services (OTPS) cover all expenses other than personnel and capital. This includes such things as direct student support; office and instructional supplies; software and database licenses; maintenance, repair, updating, and replacement of equipment; event costs; and books and visual resources for the architecture libraries.

Capital expenses cover construction, heavy equipment, and other items with an extended life expectancy. Capital projects carried out since 2011 are detailed in the Revenue section, below.

Revenue Categories
Financial resources flow to the school from a number of sources, as described herein. Amounts listed are for fiscal year 2015-16 unless otherwise noted.

Public Funding
The public aka "tax levy" category includes monies received from the State of New York covering basic personnel, OTPS, and instructional expenses and allocated by the college to the division as described in Institutional Process, above. Included in "public funding" is collected tuition at levels approved by the legislature. Tuition and fee charges to students are shown below. Revenue to cover full-time faculty and staff totaled $3,658,337. Funding for adjunct instructional staff was $830,000 to cover adjunct salaries for all three semesters (summer, fall, spring). The State of New York provides 75% of our OTPS funds, and the university and college cover the remaining 25%, for a total of $270,000. City College provides approximately $150,000 each year for college assistants to staff our CADLab, IT unit, libraries, and model shop. Government work-study funds are also available to underwrite the work of student assistants. We receive $2,700 a year from PSC-CUNY, the collective bargaining unit, for faculty travel.

Tuition FY 2015-16

		Student Activity Fees	Other Fees (all students)	Resident	Nonresident (per-credit only)
Undergrad	**Fall 2015**				
	Full-time/ semester	$63.50	$141.45	$3,165.00	$560.00
	Part-time/ per credit	$40.00	$78.95	$275.00	$560.00
Graduate	Full-time/ semester	$14.50	$141.45	$5,930.00	$870.00
	Part-time/ per credit	$14.50	$78.95	$505.00	$870.00
	Per excess credit hour			$65.00	$85.00
Undergrad	**Spring 2016**				
	Full-time/ semester	$63.50	$141.45	$3,165.00	$560.00
	Part-time/ per credit	$40.00	$78.95	$275.00	$560.00
Graduate	Full-time/ semester		$141.45	$5,930.00	$870.00
	Part-time/ per credit		$78.95	$505.00	$870.00
	Per excess credit hour			$65.00	$85.00
Undergrad	**Summer 2016**				
	Full-time/ semester	$12.00	$141.45	$3,165.00	$560.00
	Part-time/ per credit	$12.00	$78.95	$275.00	$560.00
Graduate	Full-time/ semester		$141.45	$5,930.00	$870.00
	Part-time/ per credit		$78.95	$505.00	$870.00

	Per excess credit hour			$65.00	$85.00

Tuition Supplement ("Surcharge")
The architecture graduate tuition listed above reflects a higher, or "differential," tuition than CCNY's baseline graduate tuition. These tuition surcharge funds—over and above the baseline received from students enrolled in Spitzer School graduate programs—are directly allocated to the school. Funds collected from the M Arch students are specifically allocated to direct and indirect costs of that program for items that enhance the learning experience of the students, support special activities, and aid with the day-to-day operation of the program.

The amount received by the M Arch program varies from year to year but is typically between $45,000 and $55,000 and is typically distributed across five spending categories:
- Equipment for studios (plotters, CNC, and other digital tools)
- Professional consultants (lectures, workshops, guest reviewers)
- Studio support materials (construction and model-materials including wood and 3D print spools)
- Student enrichment (teaching assistants, tutors, technology assistants, research assistants)
- Studio-related travel

Annual Supplementary OTPS
$200,000 allocation to the school of operating funds committed by the University Central Office, as negotiated when the graduate programs were launched, to account for added costs of professional education. The M Arch program receives 5-10% from this Spitzer School OTPS funding for replacing studio furniture, computer software, special licenses, and maintenance—approximately $14,000 or about 7% in the past year.

Restricted Endowment Funds
Interest from endowments becomes available on a monthly basis. However, according to New York State law, loss of endowment value under adverse market conditions below the original gift amount results in a negative spending balance that prevents withdrawals until accrued interest brings accounts into a positive balance.

The major endowment, for which the school is named, comprises a $25 million pledge from the Spitzer Foundation signed in spring 2009, principally a permanent restricted gift from which only the investment income is spendable. To date, $11 million of this pledge has been received. The initial $1 million was given to spend down directly and was used between fall 2009 and spring 2014 to add new activities, substantially enhance existing activities, provide direct support for both students and faculty, and most significantly provided several tuition and travel scholarships during each of those years in addition to providing much-needed financial support for several of our students faced with a choice among education, food, and board. Unfortunately, due to the remaining investment portfolio's poor performance since summer 2014, there is no interest currently available for school use. In light of these market conditions, the Spitzer Foundation provided a portion of a recent pledge payment for spend-down to allow the school to fulfill commitments including scholarships.

Gifts
Various donors have gifted monies, sometimes in investment (endowment) accounts, for specific use for direct student support such as scholarships, fellowships, and internships; lecture series; and more.
- $1,000,000 pledged (Dec. 2008-Dec. 2017) for the Sciame Lecture Series and scholarships
- $250,000 endowment for Werber Travel Fellows (Barcelona)
- $100,000 pledged by Carol Weissman Kurth (Jan. 2009-Jan. 2018) for an annual scholarship and the Dean's Discretionary Fund
- $100,000 pledged by RJL Charitable Fund (Jan.2009-Dec. 2018) for the Dean's Advisory Board

- $5,000 scholarships annually provided by both Gerner, Kronick & Valcarcel and Ennead

Indirect Research Recovery
Some funds in research grants and contracts are earmarked for "indirect costs," a proportion of which are returned to the school for discretionary use. Roughly $6,800 was received last academic year from research grants awarded to Interim Dean Gordon Gebert, Assistant Professor Catherine Seavitt Nordenson, and Distinguished Professor Michael Sorkin. This number varies from year to year.

Grants and Contracts
Various projects and school activities are supported by outside funding agencies or groups. This includes funding for special projects, studio sponsorships, and gifts with detailed conditions and targeted uses. This program is expected to grow considerably along with increased efforts from the Advancement Office. Following are recently initiated grants.

- $4,000 BKSK Research Fellow summer internship

Other
In 2015-16 with substantial support from the college Advancement Office, the school undertook two crowd-funding campaigns. Conceptualization, production, implementation, and management of the 6- to 8-week campaigns were skillfully carried out by school staff. Our first campaign for the Dean's Discretionary Fund for student emergency support was one of the top three divisions. The spring campaign netted $19,000 to support an Advanced Studio project on design and construction of a residential school in the Masaii Mara of Kenya. This is CCNY's most successful crowd-funding effort to date and will serve as a model for future campaigns.

Institutional Support
The institution—college and university—fund various items, mostly through purchasing agreements, including licenses, maintenance, facilities enhancement (other than capital), and IT services. The total value of goods and services received was approximately $45,000 for the fiscal year.

Capital Funding
College and university funds and school endowment funds cover certain capital expenses. The list below includes capital improvements since the last accreditation visit.

- Installation of the Solar RoofPod on the roof of the Spitzer building - $250,000
- Alteration of second-floor studios - $20,000
- Installation of gallery/event space sound system - $33,000
- Installation of entrance canopy and sun-control louvers - $5,000,000
- Alteration of four seminar rooms for more efficient utilization - $15,000
- Alteration and upgrade of J. Max Bond Center space - $270,000
- Alteration of three administrative offices - $35,000
- Major repair of entrance ramp - $18,000
- Wireless upgrades (2)

Scholarships, Fellowships, and Grant Funding for Students

Internal Scholarships, Awards, and Fellowships

Scholarship Name	Description	Amount	Eligibility
Spitzer Design Fellowship	Awarded to a graduating student for travel, based on evaluation of a design portfolio; open to students from all SSA programs.	$5,000	B Arch M Arch
Spitzer Travel Fellowship	Awarded to a graduating student for a research proposal for travel abroad, focused on architecture, landscape architecture, and/or urbanism.	$5,000	B Arch M Arch

Scholarship Name	Description	Amount	Eligibility
Design Scholarship sponsored by Frank Sciame	Given to two students with an understanding of design as exemplified through execution of final studio project. Studio professors confer and make nominations to the dean. The scholarship is paid as tuition so that the student(s) can enter his or her final year.	$5,000	B Arch M Arch
Spitzer History Notebook Award	Given to an undergraduate or graduate student for quality of work represented in a notebook used during the academic year. This notebook would include drawings and sketches supplementing comprehensive notes taken during lectures.	$1,000	B Arch M Arch
Ennead Architects Scholarship	To a fourth-year B Arch student, for excellence in design.	$5,000	B Arch
Gerner, Kronick & Valcarcel Art of Architecture Scholarship	To a fourth-year B Arch student, for excellence in design.	$5,000	B Arch
Carol J. Weissman Kurth Women in Architecture Scholarship	Awarded to a fourth-year B Arch female student for high academic standing, a passion for architecture, and a lifelong dedication to the profession.	$500	B Arch
CCNY Architecture Alumni Association Group Scholarship	Given to two outstanding fourth-year students for high achievement in academics and design.	$1,000	B Arch
Bernard L. Spanier Memorial Scholarship	Established in memory of a distinguished City College alumnus and awarded for academic and design excellence.	Interest accrued	B Arch
J. Max Bond Sr. FAIA Memorial Scholarship	Established in 2009 in tribute to the former dean. As an architect, educator, and local resident, Mr. Bond displayed a high level of commitment toward architectural education within an academic setting and in professional practice. Such affection can be traced in his works and projects executed in the neighborhoods of Harlem and Washington Heights. This award is presented to students of Latino or African American descent completing their first professional degree in architectural studies. This scholarship is made possible by the support of the Greater Harlem Chamber of Commerce and its members.	$3,000	B Arch M Arch
City College of New York Architecture Alumni Association	Given to an outstanding fourth-year student for high achievement in academics and design.	$2,300	B Arch
The William Bobenhausen Scholarship in Architecture	Established in 2013 by Al D'Elia '73 B Arch, the Bobenhausen Scholarship in Architecture honors Professor W. Bobenhausen. This scholarship is given to an undergraduate student in architecture studying environmental design who has a 3.0 GPA or greater and has demonstrated service to the school.	$1,000	B Arch
Spitzer Tuition Scholarship	Tuition and fees awarded to four undergraduate and four graduate students for two consecutive semesters. Funding for each student not to exceed current in-state undergraduate or graduate tuition.	$3,445 or $6,230 per sem.	B Arch M Arch

External Scholarships, Awards, and Fellowships Administered through the Spitzer School

Scholarship Name	Description	Amount	Eligibility
Center for Architecture Foundation of the AIA New York Chapter Eleanor Allwork Scholarship Grants - Honor Award	Given to outstanding students in a juried competition among the regional schools of architecture.	$7,000	B Arch M Arch
Center for Architecture Foundation of the AIA New York Chapter Eleanor Allwork Scholarship Grants - Merit Award	Given to outstanding students in a juried competition among the regional schools of Architecture.	$3,000	B Arch M Arch
Fontainebleau Summer Architecture Program Scholarship	Support for worthy students to apply for program scholarships.	$4,500	B Arch M Arch
Brooklyn Architectural Foundation Scholarship	Given to a worthy and deserving fourth-year student.	$2,000	B Arch
WX Women in Real Estate Scholarship	Given to women in the final year of study for academic merit, interest in real estate, and high likelihood of working in the New York metropolitan area upon graduation.	Up to $10,000	B Arch M Arch
Microdesk Scholarship for Design Excellence	Established in 2015 to recognize two CCNY architecture students who have demonstrated outstanding academic achievement and commitment to building a better world through innovative design while utilizing new BIM software technologies.	$1,000	B Arch M Arch
BKSK Research Fellowship Program	Two-month fellowship, offered to up to two Spitzer School students to examine the fundamentals of how the built environment impacts the human condition.	$4,000 (stipend)	B Arch M Arch
Masonry Institute Design Competition	Sponsored by the Associated Brick Mason Contractors of Greater New York, Inc., and the International Union of Bricklayers and Allied Craftworkers, Local 1.	$8,000 in prizes	B Arch

Scholarships, Fellowships and Grant Funding for Faculty

The school's OTPS and endowment funds are utilized to support full-time faculty for research, scholarship, and development and to partially underwrite publication by funding research assistants, purchasing copyrights and images for their publications, and funding travel related to the publications. Additionally, Spitzer School faculty receive funding for presentation of their research at annual conferences (conference fees, travel, and accommodations).

Summary and Future Outlook

Despite likely future public funding reductions, the school should continue an upward trajectory. Planned enrollment increases in both undergraduate and graduate programs under a new budgeting model will lead to enhanced funding of the school and college. Endowment performance; further development of philanthropy, grants, and sponsorships; and potential increases in supplemental tuition should also improve the programs' financial prospects.

Funding Changes
Public funding as a proportion of total revenue is expected to decline in parallel with national trends. It is expected that the core full-time faculty and staff will remain funded at current levels with associated costs rising slowly but continuously, complying with mandatory increases and contractual increases. Adjunct funding, however, will be significantly decreased. The school is taking several steps to not just combat and offset these losses but to restructure and increase overall financial support and revenue.

As described above, the school's graduate programs carry supplemental tuition that comes directly to the school and hence to the programs that generate it. This will increase should graduate enrollments expand. Increasing the graduate supplemental tuition above present levels and adding undergraduate supplemental tuition are additional sources that should be considered.

Enrollment Changes
To fulfill the mission of the college and the school, and to place the school in a more favorable position vis-à-vis budget allocations, the overall enrollment is being increased to reach the container capacity of the building, which, with minor alterations carried out in summer 2016 and 2017, will be approximately 480 or 490 design work stations. Beginning in fall 2016, undergraduate freshman enrollment will increase to 80 (up by 18-20 from previous years). This target will remain in place in future years so as to yield a steady-state enrollment of 340 B Arch students along with 80-85 in the M Arch professional degree program and 12-14 in the post-professional program by 2020. The Landscape Architecture and Urban Design programs will likely continue to enroll a total of 50-60 students for a school total close to 500 students enrolled in a design studio. MS Sustainability program students and those "out of phase" should bring the total to approximately 520.

Funding Model Changes
Enrollment targets are being increased because a new budget model for college fund allocations favors larger enrollments, particularly as university tuition levels are increased. The new budget model for allocating college resources to divisions, including the Spitzer School, is based on enrollment credits—the actual number of credits generated in school-offered courses—which we expect to increase over the next five years by 20-25%. Using the new budgeting model, this should yield an increase of 10-12% in tax-levy (public) funds to the school. Future state-mandated tuition increases are expected to also yield additional funding, though probably at a rate no greater than 1-2% per year.

To the extent that reductions are not offset, section sizes can be adjusted upward somewhat and electives can be limited or cross-listed with other divisions without serious effects to our programs. Specifically, based on the number of current full-time faculty, the two visiting professor lines we receive from CUNY each semester, and the number of adjuncts that will be hired with limited funding, there is little likelihood of students being impeded in their progress toward graduation, nor would learning experiences be narrowed or degraded.

Future Development and Prospects
Various non-tax-levy (nonpublic funding) sources are being actively developed and cultivated such as for gifts, sponsorships, and grants. Efforts continue to build our considerable endowment, which, as reserves are built, will in time yield significant discretionary revenue to the school and hence to the programs.

The school recently added an advancement officer who devotes approximately 50% of her effort to the general advancement of the school and fundraising of a traditional nature. Supported by the college Advancement Office, she also assists in pursuing partnerships, studio sponsorships, internships, scholarships, and other sources of support. The advancement officer works closely with the dean as well as the chair, faculty, and others in the administration to develop campaigns and proposals and actively pursue a variety of donors. In the initial year, progress is significant and long-term cultivation activities have been markedly improved.

I.2.4 Information Resources

Institutional Context

The Architecture Library (the Library) is a division of the City College of New York Libraries http://library.ccny.cuny.edu/main and is housed in a separate unit within the Spitzer School building. The Library supports the instructional programs of the school through its collections, staff, and services. Nearby on campus, the Science/Engineering Library division supplements the Library's collection in the area of architectural technology and engineering, and the Morris R. Cohen Library's collection also extends the Library's offerings. The Architecture Visual Resources Library (VR Library) is also housed in the Spitzer School and is a separate unit.

Departmental needs are also supported by the City College of New York Libraries (the Libraries), which contain over 1.6 million volumes, media, and special collections and provide access to more than 500,000 electronic books. As a federal depository since 1884, the Libraries hold more than 230,000 government documents. Additionally, the Libraries subscribe to over 280 bibliographic and full-text databases and more than 105,000 electronic journals.

Faculty and currently enrolled students are allowed to make online book requests through the City University of New York Libraries, Inter-Campus Service (CLICS). The Libraries also grant access to Columbia University's Avery Architectural & Fine Arts Library, as well as other local private college libraries via the METRO (Referral Service) consortium. WorldCat access allows library users to request books and digital material throughout North America by using Inter-Library Loan services (ILL).

The chief architecture librarian (the librarian) oversees the Library's management. The librarian reports to the chief of user services. The Library's staff consists of a full-time library coordinator and approximately 10 part-time student aides, college assistants, and federal work-study students. The digital scholarship librarian (DS librarian) oversees the digital image collections of the college.

Collections

The Library's collections support the undergraduate and graduate curriculum requirements of all degree programs in the school. Library materials are acquired in support of all curricular areas with special attention to faculty research interests through services and resources, both print and online.
The librarian works closely with architecture faculty in preparation for each upcoming semester by proactively encouraging faculty recommendations and consulting recommended sources to purchase titles to enhance the collection. Reference services and library instruction for art and architecture courses also provide the librarian further insights into curriculum to support the program.

Books and Other Materials

The Library supports the school and the City College of New York community by providing a well-defined collection of materials related to architecture, architectural criticism and theory, architectural history and practice, building types, landscape architecture, urban design and planning, sustainability, and technology. Its collection exceeds 36,000 volumes (monographs, bound journals). The Library places emphasis on acquiring materials related to New York City architecture and city planning. The librarian is responsible for the selection of monographic and serial acquisitions and also makes recommendations for subscription to online databases. The Library also welcomes donations to build the collection.

Fortunately, the Libraries also offer access to a continuously increasing number of online databases, many of which offer electronic books—such as *Ebrary*, *SpringerLink*, and *Wiley*—as well as digital full-text articles in a broad range of databases.

The NA titles (architecture and art subject headings) in the library offer nearly 13,000 monographs. Approximately 1,250 NA titles reside in the Morris R. Cohen Library. Both the Morris R. Cohen Library and the Science/Engineering Library, as previously noted, supplement the Library's collection in the areas of city planning, technology, and engineering.

The Library has a minimal number of DVDs, CDs, and VHS videotapes on architecture and other related subjects.

The Library also has the National Register of Historic Places, Part 1, on microfiche as well as the microfiche set of Historic American Buildings Survey (HABS) measured drawings for New York State.

Serials (Journals)
The Library maintains subscriptions to more than 65 serials. Current subscriptions owned and maintained by the Library cover 94% of the AASL (Association of Architecture School Librarians) *Core List of Periodicals Titles for a First-Degree Program in Architecture* titles http://www.architecturelibrarians.org/coreperiodicalslist/.

The Library offers several online indexes: *Avery Index to Architectural Periodicals*, *Art Full Text/Art Retrospective*, and *Applied Science and Technology Source*. Additionally, it offers the *Oxford Dictionary of Art* online as well as *ARTstor Digital Library*. The former provides substantive information on architectural subjects and the latter offers a growing collection of high-resolution digital images in architecture (see Visual Resources, below).

Furthermore, the Libraries have access to the online full-text versions of many architectural journals, article abstracts, and e-books through numerous interdisciplinary electronic products, including *JSTOR*, *Project Muse*, *Academic Search Complete*, *MasterFILE Premier*, and *Social Sciences Citation Index*. These electronic resources are available to both on-site and remote users. The full list of electronic resources is available through the *Databases A-Z* of the City College Libraries http://libguides.ccny.cuny.edu.

Visual Resources
The VR Library's collections of digital images include the teaching collection, images produced in-house per faculty requests, *Archivision*, and *ARTstor Digital Library*. The teaching collection, with over 23,000 scans, is particularly strong in landscape architecture and modern architecture. The school has licensed 70,600 images from *Archivision*, a premier image provider for the study of architecture, landscape architecture, and urban planning. Since early 2007, the college has subscribed to *ARTstor Digital Library*, which contains millions of images in the areas of art, architecture, humanities, and social sciences for use in research and teaching. In addition, through *ARTstor*, the school has access to images produced by other CUNY colleges (Queens, Hunter, Brooklyn, and the Graduate Center).

The City College Library subscribes to *ARTstor Shared Shelf*, a web-based multimedia management, storage, and publishing system. The Spitzer Travel Fellowship photography is the first Shared Shelf project for the school. Additional projects, for example student archives and faculty works, are in the planning stage.

Conservation and Preservation
Library staff frequently inspects the collection for materials in need of repair. Library material is regularly mended in-house or shipped out to the bindery. Rare and fragile items are housed in the new Special Collections area in the Library, as well as in the Morris R. Cohen Library, where they are readily available for consultation.

Services

Reference
The Library is committed to striving for excellence in service. Its number-one priority is top-quality service to all library users. On-site professional reference service is provided in the Library as well as at reference desks of other City College Libraries. Reference service is also available via email, telephone, and the Ask-a-Librarian link on the Libraries homepage. While on duty at the circulation/reserve/reference desk, part-time staff is aware of and attentive to the needs of library users. The full-time library coordinator is skilled in library service and has seven years of work experience. The librarian provides research

assistance via walk-in, scheduled, and one-on-one meetings with students, faculty, and staff. In addition, the librarian spends scheduled time at the reference desk and is always on call when a library user needs more than the staff can provide.

Information Literacy

The librarian provides information literacy sessions to help students build investigative skills and knowledge that carry forth into graduate- and postgraduate-level work. Each session teaches basic research skills tailored to individual course topics. The librarian is proactive in promoting research sessions to architecture faculty, in person and via email. Faculty members make it a point to incorporate information literacy sessions into their curriculum. The librarian also creates a research guide on architecture, which is shared with students and faculty. The librarian's contact information is added to each course syllabus as a point of reference. The librarian also participates in the library-wide effort to teach information literacy skills in the college's Freshman Inquiry Writing Seminars.

The architecture research sessions impart skills and techniques that will help students produce high-quality work. The sessions focus on searching appropriate databases or information sources based on the specific information needs of the user. Using the resources effectively requires a careful explanation of how to choose and use databases, how to evaluate their helpfulness, and how to access a variety of online databases from off-campus. Students have access to a variety of online databases. The ethical usage of these materials is reviewed during the session to avoid plagiarism and to maintain academic integrity. The librarian identifies several citation tools, such as *RefWorks* and *EasyBib*, to help students understand the significance of intellectual property.

Current Awareness

The librarian supports the school's Sciame Lecture Series by compiling bibliographies about the guest speakers and their work. These are posted on the school and Library websites and displayed at the circulation desk. Currently the Library site offers more than 100 bibliographies. To promote student awareness, the library also uses the entry-way bulletin board to posts news clippings on architecture and other related subjects, advertises new-book jackets on a prominently positioned shelf, posts faculty highlights/new publications, and uses a display monitor for announcements.

The Library established social media pages on Facebook, Twitter, and Instagram to facilitate a much closer relationship to the architecture student body.

The librarian created a poster-size Library of Congress classification chart on architecture and other related subjects as a directional tool.

The librarian maintains and revises the Architecture Research LibGuide, which points to useful links for research. New pages are being updated with course guides, architect and architectural firms, careers in architecture, and job-seeking strategies. http://libguides.ccny.cuny.edu/architecture

Cataloging and Processing

Library materials are acquired, cataloged, and processed by the Technical Services division of the Libraries. Materials are cataloged and shelved using the Library of Congress classification system. Access is provided through the *CUNY+ Library Catalog* and *Onesearch Beta* http://library.ccny.cuny.edu/main. All bibliographic records comply with MARC and AACR2 national standards.

Circulation Policies

Library materials circulate to currently enrolled undergraduate and graduate students from four- to eight-week loan periods, and to active faculty for an eight-week loan period. The "My Account" feature in the catalog allows users to review borrowed books, renew, and/or request books from other CUNY libraries. The Library circulation policies are available online and at the circulation/reserve/reference desk.

The reserve collection is accessible during regular hours of operation. Reserve materials generally

circulate to users for two hours. Special accommodations for extended use or out-of-library circulation are considered by request to the librarian.

Since the last accreditation visit, the library has extended its hours of operation by seven additional hours per week, despite receiving a 10% cut to the part-time staff (tax-levy) allocation.

Outreach to Adjunct Professors
The librarian sends welcome emails to new faculty, including adjunct professors, to encourage a visit to introduce and promote the library's services such as card activation, off-campus access, Inter-Library Loan, and scheduling research sessions.

Cooperative Agreements
The City College Libraries participate in a variety of consortia agreements for Inter-Library Loan/ Document Delivery service. The priority agreement is with Information Delivery Service (IDS) and Metropolitan New York Library Council (METRO). Inter-Library Loan service is used to obtain materials not owned by CUNY for the purpose of research or academic studies.

CLICS (CUNY Libraries Inter-Campus Services) book-delivery service allows faculty and students in good Library standing to request books from any CUNY library to be delivered to any other CUNY library for pick up.

METRO referral cards also provide courtesy access to many academic, school, public, and special libraries throughout New York City and Westchester County. The librarian must verify that the desired title is not available in CUNY or in the public library system.

Staff

Structure
The librarian reports to the Libraries' chief of user services, who reports directly to the chief librarian, who in turn reports to the college provost. The librarian regularly meets with campus library faculty and with other library division chiefs and is the official liaison between the Libraries and the Architecture Department. The librarian also regularly attends departmental and school-wide meetings and consults with faculty, which includes supporting their research and development of instruction, writing, and teaching. The Library and librarian are considered part of the educational team.

Professional Expertise
The Library is staffed full-time by one professional librarian, Nilda Sanchez-Rodriguez, Master of Library Science and MA, Urban Studies. Prior title: division chief librarian at the City College Center for Worker Education Library (one year). The librarian also has 14 years of work experience in the Library as administrative assistant. The Librarian is an active member in the Association of Architecture School Librarians (AASL) and Art Libraries Society of North America (ARLIS/NA).

Support Staff
The Library is also staffed full-time by a library coordinator, Taida Sainvil, BA, Medical Anthropology, reporting to the librarian. Professional title: Assistant to Higher Education Officer. The library coordinator has seven years of work experience in the Library as library assistant. The library coordinator is responsible for all of the Library's Access Services operations. Regular duties include overseeing circulation, course reserves, stack maintenance, and part-time staff training.

The Library has 8 to 10 reliable part-time student staff working flexible hours during the academic calendar year. The school continues to fund an additional part-time assistant for 16 hours per week during the academic calendar year.

Compensation
The librarian is considered faculty but is not compensated at a level commensurate with the school's faculty. The library coordinator's salary is also far behind other comparable institutions. The part-time staff's hourly rate ranges from $9 to $12.

Space
The Library is located in a prominent position on the main floor of the Spitzer School building and occupies more than 6,000 square feet. The Library space has abundant natural light and is ADA compliant. The VR Library is located separately, also on the main floor.

Accessibility to Collections
The Library is clearly visible from the main entrance, promoting frequent usage and allowing accessibility. The building's ramp and ground-floor elevator provide direct access. The Library offers wide aisles and an open space to various rooms such as the lounge, copier/printer room, and electronic classroom. It provides a wheelchair lift to the mezzanine level, which may be self-activated or staff operated. The library now has assistive technology in the copier/printer room, which supports users with learning, visual, and hearing disabilities.

Equipment and Furnishings
The Library has access to an electronic classroom (Architecture Electronic Classroom or AEC) that offers 22 computers, a whiteboard, and projection capability. The Librarian and other campus librarians regularly use AEC for information literacy sessions. The school schedules several architecture courses in AEC and the Library's conference room during the academic year.

The Library has 12 additional public-use computers: 8 located in the copier/printer room; 2 near the entrance; and 2 (wireless) on the mezzanine. The Library offers wireless connectivity for laptops and mobile devices. The copier/printer room also has three copiers (one color) and four scanners. Printing (black-and-white and color) is available from public-use computers.

The lounge houses current journals (2005-present), oversize books (on display), and comfortable seating for library users. The mezzanine level offers two group-study rooms, 23 study carrels, and comfortable seating.

All furniture is in good condition. The carpeting is durable and attractive, and the oversized windows let in northern light, which make the space an inviting place to read and study.

Visual Resources Equipment
The VR Library is well equipped for the production of digital images with a dedicated copy stand, digital camera, large-format flat-bed scanner, slide scanner, and two computer workstations for editing images.

The VR Library maintains and provides technical support for projection and presentation equipment for use in the classrooms, including one document camera, 11 digital projectors, and 5 laptops (3 PC and 2 Mac). The projectors and laptops are in heavy use by students and faculty.

Budget, Administration, and Operations

Funding
Funding for books during the 2011-16 period has for the most part improved in comparison to the 2006-11 time period preceding the last accreditation visit. The school has been generous in supplementing the Library's budget. The school gave the Library approximately $14,200 for additional book purchases in 2014-15 as well as $10,000 annually for one part-time staff person as noted above.

Due to drastic budget cuts throughout the City University of New York, the Libraries received no allocation for monographs in 2015-16; purchasing is currently restricted to reserve material only. The Libraries continue to support the databases, electronic books, and most of the journal subscriptions. Unfortunately,

the school is unable to continue the full subscription for all New York City borough Sanborn maps; it is now covering the cost for Manhattan and Brooklyn.

The Library receives a contribution as part of an ongoing commitment to the Library from the Sustainability in the Urban Environment program to support its students.

Funding for books:
2011-12: $20,066 (combination of funds from the Libraries, the school, and Sustainability program)
2012-13: $18,940 (combination of funds from the Libraries and the school)
2013-14: $11,824 (combination of funds from the Libraries and the school)
2014-15: $21,947 (combination of funds from the Libraries, the school, and Sustainability program)
2015-16: $1,355 (reserves only) + $325 (Spitzer School); no Library funding to date

Efficiency of Operations
The Library operates smoothly for the most part. In a divisional library such as this, staff members are expected to multitask. Service is the Library's first priority, and after first assisting users with their reference questions, staff members handle user challenges such as copiers running out of paper, breakdowns in printing, nonfunctioning computers, etc. Library staff tries to manage the problems first, as to not inconvenience the user with delays, and call for backup service only when necessary. The Library has strong support from the Libraries' administration and the Spitzer School.

Faculty/Student Participation
Faculty members are proactive in suggesting new titles for the Library's collection, and the school has subsidized and expedited purchase of new titles to a great extent.

The librarian also encourages students to freely make book recommendations. Books are regularly ordered if funds are available. The Library offers books and journals (such as from donations) for sale at reasonable prices to students. The Library also displays ongoing student studio projects.

Conclusion
The Library offers a wonderful space for learning in a comfortable and inviting setting. While finances at the moment are of major concern due to nonexistent monograph funding (from the Libraries and School of Architecture), the Library hopes the budget crisis ameliorates in the near future. However, the Sustainability program has committed to an annual allocation starting in 2016-17 that should continue to help enhance the collection of monographs in this in-demand subject area.

I.2.5 Administrative Structure and Governance

Administrative Structure of Architecture Programs, School and Institution
Following is list of positions and persons comprising the administrative structure of the City College of New York and the Spitzer School of Architecture.

President – Dr. Lisa S. Coico
The president oversees all campus functions. The president is appointed and reports directly to the CUNY chancellor.

Interim Provost and Senior Vice President for Academic Affairs – Mary Erina Driscoll, PhD
The chief academic officer for the college. The provost reports directly to the president of the college. The eight academic deans report to the provost: Engineering, Humanities and the Arts, Civic and Global Leadership (social science), Education, Medicine/Bio-medical Education, Science, Architecture, and Interdisciplinary Studies.

Interim Dean of the Spitzer School of Architecture – Gordon A. Gebert
The dean is the chief academic officer of the Spitzer School of Architecture, responsible for providing leadership and administrative direction. The dean is chair of the Personnel and Budget Committee and an

ex-officio member of major standing committees, although in most cases without vote. The dean also assigns membership and chairs to standing committees except the several prescribed by the governance. The dean 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/VP 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 provost regularly convenes the academic deans biweekly to consider various academic institutional and academic issues, creating an ad-hoc committee for advice. The dean also sits on the president's Cabinet, which meets at least once a month.

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.

Chair, Department of Architecture – Julio Salcedo-Fernandez
Elected by the full-time faculty for a three-year term. Schedules courses, assigns teaching responsibilities in consultation with dean, chairs executive and curriculum committees, and manages faculty peer review and curricular assessment procedures. Oversees undergraduate program in architecture and graduate programs in Architecture, Landscape Architecture, Urban Design, and the architecture track in Sustainability.

Director, Master Program in Architecture – Bradley Horn
Director of both the 6-semester (3-year) M Arch I program and the 3-semester M Arch II program. Oversees student recruitment and admissions, coordinates and guides curriculum scheduling and composition, prepares and coordinates accreditation submission for the M Arch program.

Director for Finance and Administration – Camille Hall
Manages finance, keeps financial accounting records, administers purchasing and budgets. Maintains records and executes actions for all school and departmental personnel: full-time faculty, adjuncts, noninstructional staff, and students. Chief affirmative action representative for the school. Processes all awards and scholarships, administers and coordinates fundraising activities.

Director of Operations – Michael Miller
Provides general administrative and program support; assists in the development of the school's agenda, schedules, exhibitions, and events as well as managing on a day-to-day basis all physical resources including facility utilization, repairs, and general upkeep. The director is the day-to-day liaison between the school's faculty, staff, and students and the pertinent college offices such as Security, Student Affairs, Human Resources, and Payroll with particular emphasis on CUNYfirst, the university's comprehensive and complex management system covering registration, scheduling, finances, personnel, purchasing, and a host of other administrative functions.

Executive Assistant to the Dean – Erica Wszolek
Responsible for the daily coordination of academic and administrative activities, supporting and coordinating for the Dean's Office program development, student service delivery, student recruitment, and retention. Also acts as an information resource regarding CUNY/CCNY policies and procedures and reporting practices. On-site student affairs manager as it pertains to student organizations, student conduct, academic integrity, community standards, and mental health concerns.

Graduate Student Services Manager – Hannah Borgeson
Responsible for admissions recruitment and processing, enrollment management, academic advisement, student services, and special projects for the M Arch, MLA, and Urban Design programs. Also provides general administrative support to the graduate programs.

Director of Advancement – Loralyn Cropper
Responsible for the advancement of the school's mission and profile to internal and external constituents. Creates development initiatives to support the advancement of the school's students, faculty, and programming. Cultivates relationships with the Dean's Advisory Board and current and potential donors.

Undergraduate Advising – Sara Morales and Arnaldo Melendez
Act as resident undergraduate student academic advisors responsible for student progress and success. The undergraduate advisors coordinate, along with a faculty member, the information and activities required for the recruitment and admission of freshman and transfer students and perform routine audits of undergraduate degree progress.

Model Shop and Fabrication Laboratory Director – Ali Askarinejad
Responsible for the organization, maintenance, and safe operation of the Architecture Model Shop and the evolving Fabrication Laboratory; trains staff and students in the safe operation of equipment; teaches occasional courses in topics related to fabrication, materials, and digitally controlled tools.

School/Departmental Office Assistants – Carolina Colon and Nicole Smith
Responsible for the administrative support of the administration, faculty, and students.

College Assistants – 3 CCNY Students
Provide support to the administrative team on the day-to-day functions and internal and external events.

Coordinator, Concentration in History/Theory – Marta Gutman
Administers and coordinates the concentration in history and theory, available to B Arch majors. Advises students pursuing the concentration on eligible course offerings.

Information Technology – M.T. Chang and Part-Time Assistant
Information Technology (IT) resources in the school are managed internally by a tenured faculty member with support from the college Office of Information Technology (OIT). OIT supports the school with financial resources for student assistants and with direct technical assistance. The faculty member along with a part-time assistant manage all local personnel consisting of student assistants drawn from computer science and electrical engineering as well as from architecture.

Local computational resources are managed in two functional areas: lab support and equipment/systems support. Lab support is provided principally by student assistants who open and close and secure the labs, and, with varying levels of training and experience, monitor the labs during all open hours, tending to equipment and supplies, and providing limited consultation to students and faculty using the labs. Equipment and systems support consists of configuring and maintaining the equipment, software, and systems that comprise our networks, servers, and other components serving all programs and activities throughout the school.

OIT supported the school with a senior technician assigned full-time to the school. This was suspended in summer 2015 when the incumbent retired. A college-wide hiring freeze has caused the position to go unfilled, though we expect restoration in the near future. In the absence of this senior person, administrative and faculty IT needs are met by college OIT. Only teaching, lab and studio IT resources are supported internally. Ticketing systems in both the OIT and our local IT groups facilitate relatively responsive service.

Governance Opportunities
There are numerous opportunities for faculty, staff, and students to exercise governance roles at the Spitzer School and in the architecture programs. While some roles are determined by appointment by the dean or the chair, such as the director of the M Arch program and the coordinator of the history/theory concentration, most others are selected via elections by the school faculty, typically for three-year terms.

The Spitzer School by-laws are available on the Spitzer website.

Faculty Committees

As mandated by the by-laws of the university, the college, and the school, various faculty committees are the source of accountability and major decisions regarding curricular and academic personnel and much assessment. 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 reappointments including those for tenure and promotion. In addition to governance-mandated policy-making responsibility, faculty play an active role in administering the school as chairs of standing committees and in taking responsibility for a number of functions and operations.

The school has the following standing committees:

- Executive Committee
- Personnel and Budget Committee
- Curriculum Committee
- Committee on Course and Standing

Faculty appointments and reappointments are recommended by the department's **Executive Committee**, an elected body consisting of the chair (elected also, but separately) and four full-time departmental faculty members. Annually, all faculty being considered for promotion or tenure are evaluated by the students in their respective classes on a variety of criteria, judging both their professional abilities and their ability to teach. These evaluations are computer coded, and anonymous, to be shared only with 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 among the observer, the observed, and the chair. Notes on that discussion (as well as the observation report) are available to the Executive Committee and placed in the faculty member's personnel file.

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

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 chair of the department, the director of the M Arch program, the director of the MLA program, the director of the Urban Design program, two elected members of the full-time faculty, and the dean ex-officio as the chair but without vote.

In the **Curriculum Committee**, the effectiveness and success of the school relative to its educational mission are continually being monitored and evaluated. The input and emphasis of the committee are decided by the faculty through the election of representatives. Members of the committee in turn confer with the faculty and subcommittees for the respective areas 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 in design, history/theory, and technology and are joined by the dean, departmental chair, the directors of the M Arch, MLA, and Urban Design programs, and an elected adjunct faculty representative. 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 CUNY Board of Trustees.

The B Arch core studios three-year sequence is coordinated on a semester-by-semester basis by full-time faculty **design studio coordinators** (one per core semester) who rotate on a regular basis—typically every one to two years. These coordinators develop curricular details, establish guidelines, assist in

developing a unified syllabus, and generally manage design sections during the semester to which they are assigned.

The joint B Arch and M Arch Advanced Studios are coordinated by a full-time member of the faculty rotating on a semester-by-semester basis. The **Advanced Studios coordinator** is responsible for ensuring that the individual studio projects and the associated syllabi are prepared in a timely and consistent fashion.

The **Committee on Course and Standing** is comprised of six elected full-time faculty members, one of whom serves as chair. Academic advisors attend committee meetings as ex officio members. The committee considers all matters affecting a student's standing in the school. It also considers all matters relating to services and policies affecting student life. It may make various recommendations to the dean.

In addition, **ad hoc committees** are established by the dean or chair as needed. Currently, there are three: lectures, exhibitions, and publications.

Student Advisory Committee
Each semester, students in each design section in all programs is encouraged to select a representative (often by voting) to attend monthly meetings with the dean, chair, and other members of the administration and staff as appropriate. The administration's agenda items are usually covered quickly after which students may introduce issues and initiate discussions of topics that are important to them. These have ranged from physical plant issues to curricular matters.

These regularly scheduled meetings held in an open and informal setting are utilized to address a range of concerns 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 Committee meetings, the dean and chair schedule individual meetings with each design year in the B Arch and M Arch programs as necessary. These meetings, attended by students in the program or design year, involve an exchange in which, among other topics, studio culture and particularly time management are discussed.

Faculty Appointments
First appointments of full-time faculty usually begin with a rigorous and prescribed search process ending with the search committee recommending to the dean a list of three or more candidates. The dean, after interviewing candidates and checking references, approves one candidate for first appointment.

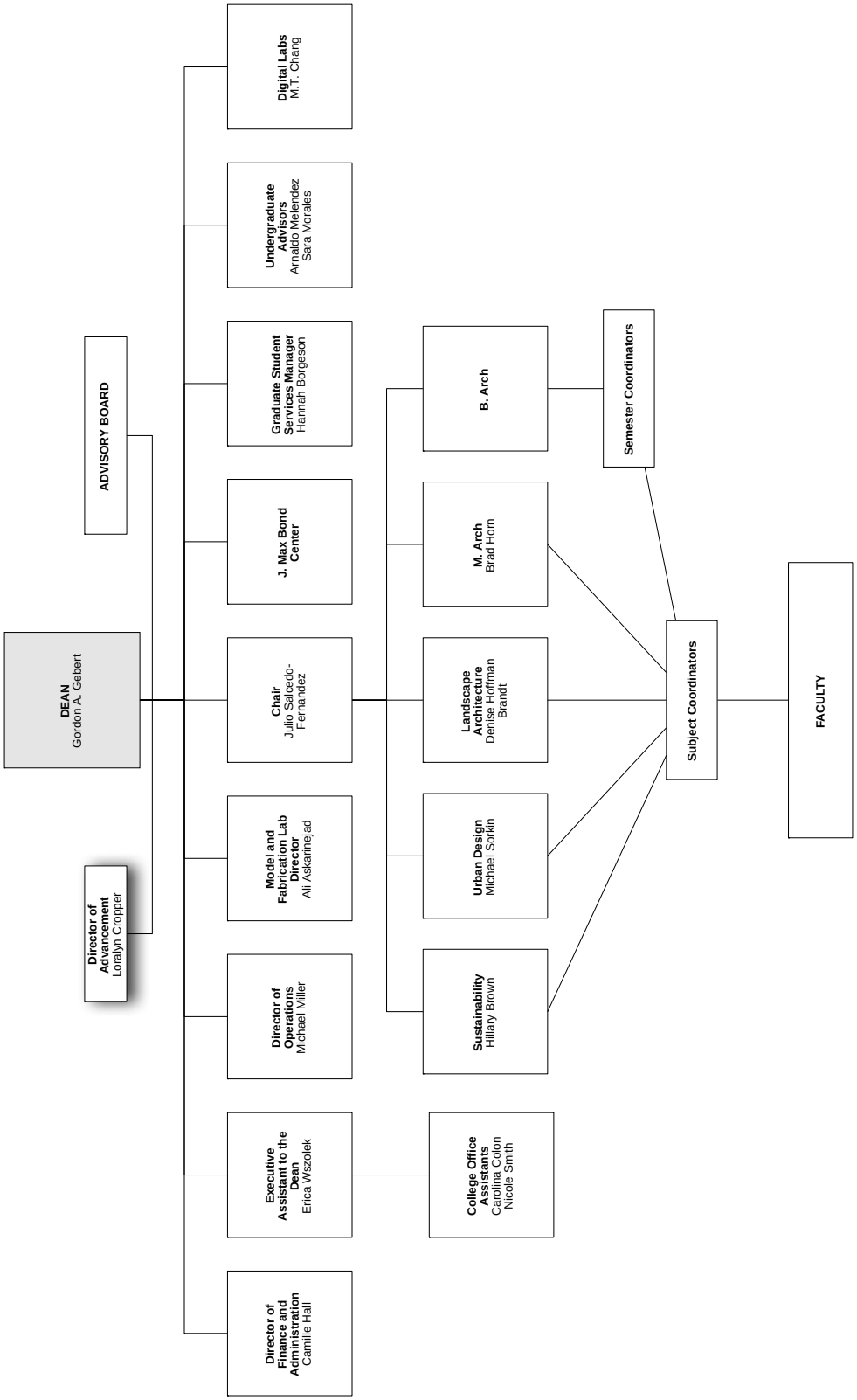
Subsequent routine full-time faculty appointments are first considered by the Executive Committee. Positive recommendations are passed on to the school Personnel and Budget Committee. The dean carries positive recommendations from the Personnel and Budget Committee to the College Review Committee. If recommended there, the case is considered by the president and forwarded to the Board of Trustees. In the event of an unfavorable decision at any point in the process, college governance and the collective bargaining agreement allow for a faculty member to register an appeal to the next higher level.

Reappointments with tenure are first considered by an ad hoc committee consisting of all tenured faculty in the department. A positive recommendation is sent to the Personnel and Budget Committee, and, if favorably considered, it is carried by the dean to the College Review Committee. From there the case is sent to the president and finally on to the Board of Trustees. A faculty member may appeal an adverse decision to the next higher level.

Requests for promotions are first considered by an ad-hoc committee consisting of all full-time faculty of the requested rank or higher in the department. A positive recommendation is sent to the Personnel and Budget Committee, and, if favorably considered, it is carried by the dean to the College Review

Committee. From there the case is sent to the president and finally on to the Board of Trustees. A faculty member may appeal an adverse decision to the next higher level.

The Bernard and Anne Spitzer School of Architecture



II.1.1 Student Performance Criteria

Pedagogy and Methodology for Addressing Realm C

B Arch Program
In the B Arch program, C.3. Integrative Design is addressed in the sixth semester of the newly designed six-semester core design studio sequence. The integrative studio is the capstone studio of the core program. As such, there is directed effort for the students to understand integration broadly: Integration is not just the technical assessment, coordination, and documentation of building systems vis-à-vis their required performance, but also the active incorporation of environmental, contextual, adaptive, tectonic, and historical dimensions of practice. Acknowledging the significant task of integrative studio, the previous (fifth) semester under the rubric "Assemblages" instills in the students lessons on the tectonic, material, structural dimension of architectural design, affording lessons on "detailing," the materialization of concepts, and documentation. In the Integrative Design semester, students work in small groups on a public institutional building of manageable complexity. The pedagogical emphasis is on the students' resolved management and documentation of the building's key systems and elements as intrinsically correlated and responsive to a myriad of performance and programmatic criteria.

M Arch Program
In the M Arch program, C.3. Integrative Design is addressed in the third semester of the six-semester design studio sequence, a class structured to simulate an architectural office environment. In teams, students work directly with a range of consultants from the industry including structural and mechanical engineers as well as building envelope, code, zoning, cost estimation, sustainability, landscape, and lighting specialists to develop design proposals. Projects expose students to a range of scales at which issues of resiliency need to be addressed, from the building to the urban landscape. Recent studios addressed coastal resiliency infrastructure in Manhattan, with students working with coastal resiliency engineering and landscape consultants to design and detail a network of interventions including small pavilions, public parks, and larger protective infrastructural elements in response to threats on the scale of Superstorm Sandy. Students are responsible for integrating diverse layers of information and coordinating their efforts among their team members and consultants. Within the framework of ideas, research, and corroboration, students must complete a DOB filing set that delineates a singular clear design. The assignment is approached with a high level of realistic parameters, and students are immersed in a simulated professional experience with specific civic, socio-economic, and technical requirements.

Both Programs
In both the B Arch and M Arch programs, C.1. Research and C.2. Integrated Evaluations and Decision-Making Design Process are addressed in the newly formed Advanced Studios. These advanced options studios were created to cultivate a broader range of faculty research opportunities within the design studio sequence and to challenge students to utilize and test the knowledge they acquired during their core studies. Advanced Studios focus on research as a driver of design decisions. Examples include the design of a primary school in Kenya where local climate, building traditions, unique cultural practices, and regular engagement with a real client informed design outcomes; the design of new, more socially and culturally engaged condominium development models based on a critical analysis of the existing real estate and condominium market in New York City; and the design of long-span roof enclosures to cover existing outdoor public pools in New York City based on extensive structural, environmental, and form-finding analyses.

Methodology for Assessing Student Work
In both the B Arch and M Arch programs, HP or high-pass work corresponds to grades in the range of B+ through A+. In the B Arch program, LP or low-pass work corresponds to grades in the range of D through B-. In the M Arch program, the D and C- grades are not an option and students must maintain a cumulative GPA of 3.0 to remain in the school. As such, LP or low-pass work corresponds to grades in the range of C to B-.

B.ARCH. NAAB 2014 SPC

*Recently revised courses.

		SEMESTER																										
		1		2			3			4					5					6				7	8	9		10
		ARCH 11100	AES 11300	ARCH 12000	AES 12300	AES 21200	ARCH 23000	AES 23202	ARCH 35302	ARCH 24000	AES 24202	AES 24303	AES 24001	AES 24501	ARCH 35101	AES 35202	ARCH 35402	ARCH 35501	ARCH 36101	ARCH 47202	ARCH 36402	ARCH 36501	ARCH 51000	ARCH 51000	ARCH 51000	ARCH 51200	ARCH 51000
		Core Studio 1 (Craft)*	Visual Studies 1*	Core Studio 2 (Environment)*	Visual Studies 2*	The Built Environment of NYC	Core Studio 3 (Cities)*	Survey of World Architecture 1	Site Technology	Core Studio 4 (Histories)*	Survey of World Architecture 2	Elementary Structural Analysis*	Portfolio Review	Construction Technology 1*	Core Studio 5 (Assemblies)*	Survey of World Architecture 3	Timber & Masonry Structures*	Construction Technology 2*	Core Studio 6 (Integration)*	Survey of World Architecture 4	Steel & Concrete Structures*	Construction Technology 3*	Advanced Studio (1/4)*	Advanced Studio (2/4)*	Advanced Studio (3/4)*	Architectural Management	Advanced Studio (4/4)*
REALM A																												
Critical Thinking & Representation																												
1	Prof. Communication Skills	✖	✖			✖														✖								
2	Design Thinking Skills	✖	✖																									
3	Investigative Skills			✖												✖												
4	Arch. Design Skills			✖	✖																							
5	Ordering Systems				✖					✖																		
6	Uses of Precedents							✖		✖																		
7	History and Global Culture							✖			✖					✖				✖								
8	Cultural Diversity and Soc. Equity						✖	✖			✖					✖				✖								
REALM B																												
Building Practices, Tech. Skills & Knowledge																												
1	Pre-Design																						✖	✖	✖		✖	
2	Site Design						✖		✖																			
3	Codes and Regs - Life Safety/Access																	✖	✖									
4	Technical Documentation													✖	✖			✖										
5	Structural Systems											✖					✖				✖							
6	Environmental Systems																					✖						
7	Bldg Envelope Sys. and Assemblies													✖				✖				✖						
8	Bldg Materials and Assemblies													✖	✖			✖										
9	Bldg Service Systems																					✖						
10	Financial Considerations														✖											✖		
REALM C																												
Integrated Architectural Solutions																												
1	Research																						✖	✖	✖		✖	
2	Integrated Eval & Decision Process																						✖	✖	✖		✖	
3	Integrative Design																		✖									
REALM D																												
Professional Practice																												
1	Stakeholder Role in Architecture																									✖		
2	Project Management																									✖		
3	Business Practices																									✖		
4	Legal Responsibilities																									✖		
5	Professional Conduct																									✖		

M.ARCH.
NAAB
2014 SPC

*Recently revised courses.

		SEMESTER																							
		1					2					3			4				5				6	
		ARCH 61001 Digital Techniques	ARCH 61100 Architecture Studio 1.1	ARCH 61201 Survey of World Architecture 1	ARCH 61301 Materials/Construction (L)*	ARCH 73500 Site Design	ARCH 61002 Visual Studies	ARCH 62100 Architecture Studio 1.2	ARCH 62201 Survey of World Architecture 2	ARCH 62301 Materials/Construction (S)*	ARCH 62401 Elem Struct Analysis & Behav*	ARCH 73100 Architecture Studio 1.3	ARCH 73201 Survey of World Architecture 3	ARCH 73401 Timber & Masonry Structures*	ARCH 74100 Architecture Studio 1.4	ARCH 85201 Survey of World Architecture 4	ARCH 74501 Environmental Systems*	ARCH 74401 Steel & Concrete Structures*	ARCH 85300 Advanced Computing	ARCH 85101 Advanced Studio (1/2)*	ARCH 85200 Design Seminar 1*	ARCH 85600 Professional Practice	ARCH 85101 Advanced Studio (2/2)*	ARCH 85201 Design Seminar 2*
REALM A	Critical Thinking & Representation																								
1	Prof. Communication Skills	✖	✖													✖									
2	Design Thinking Skills											✖													
3	Investigative Skills											✖	✖		✖										
4	Arch. Design Skills		✖					✖																	
5	Ordering Systems		✖				✖													✖					
6	Uses of Precedents			✖											✖										
7	History and Global Culture			✖					✖				✖			✖									
8	Cultural Diversity and Soc. Equity			✖					✖				✖		✖	✖									
REALM B	Building Practices, Tech. Skills & Knowledge																								
1	Pre-Design											✖									✖			✖	
2	Site Design					✖									✖										
3	Codes and Regs - Life Safety/Access							✖				✖													
4	Technical Documentation				✖					✖		✖													
5	Structural Systems										✖			✖				✖							
6	Envirornmental Systems																✖								
7	Bldg Envelope Sys. and Assemblies				✖					✖															
8	BldgMaterials and Assemblies				✖					✖															
9	Bldg Service Systems																✖								
10	Financial Considerations											✖											✖		
REALM C	Integrated Architectural Solutions																								
1	Research																				✖	✖		✖	✖
2	Integrated Eval & Decision Process																				✖			✖	
3	Integrative Design											✖													
REALM D	Professional Practice																								
1	Stakeholder Role in Architecture							✖															✖		
2	Project Management																						✖		
3	Business Practices																						✖		
4	Legal Responsibilities																						✖		
5	Professional Conduct																						✖		

II.2.1 Institutional Accreditation

In 2013, accreditation for the City College of New York was reaffirmed by the Middle States Commission on Higher Education. The next evaluation visit is scheduled for 2017-18. See Section 4; the letter is also available at https://www.ccny.cuny.edu/ae/middlestates.

II.2.2 Professional Degrees and Curriculum

Bachelor of Architecture Program

Standard Curriculum

Yr	Fall	Cr	Spring	Cr
1	**ARCH 11100** Core Studio 1	4	**ARCH 12000** Core Studio 2	4
	AES 11300 Visual Studies 1	2	**AES 12300** Visual Studies 2	2
	FIQWS Literary Freshman Inquiry Writing Seminars	6	**AES 21200** The Built Environment of NYC	3
		3	**ENGL 21001/02** Writing for the Humanities/Writing for the Social Sciences	3
	MATH 19500 Pre-calculus			4
		15	**EAS 10600** Earth Systems Science	16
2	**ARCH 23000** Core Studio 3	4	**ARCH 24000** Core Studio 4	4
	AES 23202 Survey of World Arch 1	3	**AES 24001** Portfolio Review	0
	PHYS 21900 Physics for Architects	4	**AES 24202** Survey of World Arch 2	3
	ARCH 35302 Site Technology	3	**AES 24303** Elementary Structural Analysis & Behavior	3
	Core or College Option	3		
			AES 24501 Construction Technology 1	3
			Core or College Option	3
		17		16
3	**ARCH 35101** Core Studio 5	5	**ARCH 36101** Core Studio 6	5
	ARCH 35202 Survey of World Arch 3	3	**ARCH 47202** Survey of World Arch 4	3
	ARCH 35501 Construction Technology 2	3	**ARCH 36501** Construction Technology 3	3
	ARCH 35402 Timber & Masonry Structures	3	**ARCH 36402** Steel & Concrete Structures	3
	Core or College Option	3	Core or College Option	3
		17		17
4	**ARCH 51000** Advanced Studio (1 of 4)	6	**ARCH 51000** Advance Studio (2 of 4)	6
	ARCH 45501 Advanced Computing (Fall/ Spring)*	3	Arch Electives/General Electives	9
	Core or College Options	6		
		15		15
5	**ARCH 51000** Advanced Studio (3 of 4)	6	**ARCH 51000** Advanced Studio (4 of 4)	6
	ARCH 51200 Architectural Management (Fall/Spring)	3	Arch Electives/General Electives	9
	Arch Electives/General Electives	8		
		17		15
Total Credits: 160				
General Education/Pathways Core: Fixed Core/12 Credits: ENGL21001/02 Writing for the Humanities/Writing for the Social Sciences, Mathematics 19500, Life and Physical Sciences – EAS 10600 Flexible Core/18 Credits: World & Global Issues – Literature & History, Creative Expression, Individual & Society, Scientific World (Physics 21900) Additional CCNY requirements/12 credits: Philosophy 10200; Speech 11100				

*New requirement.

Note on electives: Prior to fourth year, at least two of the four elective courses are to be completed within the undergraduate offerings of the Spitzer School of Architecture and a maximum of two courses are to be completed within advanced undergraduate offerings of CCNY. An additional 17 elective credits (not courses) must be completed within the undergraduate offerings of the Spitzer School of Architecture prior to graduation.

Architectural History Concentration
The Department of Architecture offers a concentration in architectural history. This is comprised of 15 elective credits drawn from architectural history electives in addition to the four architectural history courses required for the B Arch degree, Survey of World Architecture 1 through Survey of World Architecture 4.

General, Optional, and Professional Studies
There are a total of 160 required credits for the B Arch program. In 2013, CCNY instituted a robust general studies program to ensure a comprehensive education for its students. This is referred to as "Pathways/General Education Requirements" or "Common Core." B Arch courses are distributed among general studies course (48 credits) meeting the NAAB's 45-credit optional studies minimum, elective courses (22 credits) meeting the 10-credit optional studies minimum, and professional courses (90 credits). The total number of credits required (160) meets the 150-credit minimum. The chart below shows the distribution of general, optional, and professional studies in the B Arch program.

General Studies	• CCNY requires undergraduates to complete general studies under its Pathways program, which has three components: fixed core, flexible core, and additional requirements. • 2 open elective courses	48 credits
Optional Studies at Spitzer School	• 2 Spitzer School elective courses • 17 credits of electives	22 credits
Professional Studies at Spitzer School	• Required professional courses	90 credits
Total Credits for B Arch Degree	• Outlined in curricular chart, above • Exceeds minimum of 150 credits as stipulated by the NAAB	160 credits

Master of Architecture I

Standard Curriculum

Yr	Fall	Cr	Spring	Cr
1	**ARCH 61001** Digital Techniques	3	**ARCH 62001** Visual Studies	3
	ARCH 61100 Architecture Studio 1.1	6	**ARCH 62100** Architecture Studio 1.2	6
	ARCH 61201 Survey of World Arch 1	3	**ARCH 62201** Survey of World Arch 2	3
	ARCH 61301 Materials/Construction L	3	**ARCH 62301** Material/Construction S	3
	ARCH 73500 Site Design	3	**ARCH 62401** Elementary Structural Analysis & Behavior	3
		18		18
2	**ARCH 73100** Architecture Studio 1.3	9	**ARCH 74100** Architecture Studio 1.4	9
	ARCH 73201 Survey of World Arch 3	3	**ARCH 85201** Survey of World Arch 4	3
	ARCH 71301 Building Modeling*	3	**ARCH 74501** Environmental Systems	3
	ARCH 73401 Timber & Masonry Structures	3	**ARCH 74401** Steel & Concrete Structures	3
		18		18

Yr	Fall	Cr	Spring	Cr
3	**ARCH 85101** Advanced Studio (1 of 2)	6	**ARCH 85101** Advanced Studio (2 of 2)	6
	ARCH 85200 Design Seminar 1	3	**ARCH 85201** Design Seminar 2	3
	ARCH 85300 Advanced Computing	3	ELECTIVE	3
	ARCH 85600 Professional Practice	3	ELECTIVE	3
	ELECTIVE	3	ELECTIVE	3
		18		18
Total Credits: 108				

*Required as of fall 2017.

Note on electives: At least 9 of the 12 elective credits must be completed within the graduate offerings of the Spitzer School of Architecture. This may include a maximum of 3 credits of independent study, which can be awarded with prior approval of nonclassroom activity such as internship, TA, research assistantship, etc. Students may also complete a maximum of 3 elective credits outside the school, subject to approval.

General, Optional and Professional Studies

As stated on the school website, applicants to the M Arch program must have received "a bachelor's degree from an institution in the U.S. that is accredited by a recognized regional association or have been awarded the equivalent of the bachelor's degree from an international institution of acceptable standards." There are a total of 108 required credits for the M Arch program. The remaining 60 credits required to make up the 168 total credit hours for the M Arch degree are completed by the students at their undergraduate institutions, as undergraduate BS and BA degrees are generally 120 credits including general studies requirements. M Arch courses are distributed among elective courses (12 credits), meeting the 10-credit optional studies minimum, and required courses (96 credits), meeting the 30 semester credit hours minimum. The chart below shows the distribution of general, optional, and professional studies in the M Arch program.

General Studies	• Completed under previous bachelor degree as prerequisite for admission. Includes calculus and physics courses required for admission (7 credits).	60 credits min (typically 120)
Optional Studies at Spitzer School	• 3 3-credit Spitzer School elective courses • 1 3-credit open elective	12 credits
Professional Studies at Spitzer School	• Required professional courses	96 credits
Total Required by Spitzer School	• Outlined in curricular chart, above	108 credits
Total Credits for M Arch Degree	• As stipulated by the NAAB	168 credits

Off-Campus Programs/Study Abroad

The Spitzer School offers two types of study abroad programs: summer programs and semester-long exchanges. Both types are optional. Attendance averages 12-16 students in each of the summer programs and two students to each of the semester-long exchange programs; these numbers include both undergraduate and graduate students. All programs are administered by the exchange program coordinator—a designated full-time faculty member of the Spitzer School—and, at the college level, by the assistant director of study abroad and international programs.

The school runs two summer programs: A funded four-week/4-credit studio in Barcelona and a four-week/ 4-credit studio in Berlin. Under the tutelage of Spitzer School faculty in either location, students partake of cultural activities, engage local universities and practitioners, and develop course work. Additionally, each summer up to two top students are accepted to the Ecoles d'Art Américaines de Fontainebleau.

The semester-long exchange programs enable student exchanges with three public architecture schools: the Escuela Superior Técnica de Arquitectura of Madrid, the Escuela Superior Técnica de Arquitectura of Barcelona, and Bahçeşehir University Department of Architecture in Istanbul (currently suspended due to security concerns). Up to two Spitzer School students per semester participate per exchange university, for a total of six students per semester. The programs operate individual agreements with the above universities. While remaining registered as full-time students at CCNY, Spitzer School exchange students, under the coordination of the respective exchange universities' Offices of Foreign Studies, complete courses abroad and participate in a myriad of cultural and travel activities. In turn, the Spitzer School receives an equal number of students—up to six per semester—from the exchange universities. These foreign students meaningfully contribute the diversity and culture of the Spitzer School.

The Spitzer School retains student work and evaluation on site: Grading occurs upon the students' return after a course presentation to an exchange program grading committee. The grading session additionally affords faculty an opportunity to assess the programs.

Other Degree Programs at the Spitzer School of Architecture

- Bachelor of Science in Architecture, an exit option after the successful completion of the first eight-semesters of the B Arch curriculum
- Master of Architecture II, non-accredited, post-professional degree, after the completion of the three-semester program
- Master of Landscape Architecture, the first professional degree, after the completion of the six-semester program
- Master of Landscape Architecture II, post-professional degree, after the completion of the two-semester program
- Master of Urban Planning in Urban Design, two-semester post-professional degree
- Master of Science in Sustainability in the Urban Environment, architecture concentration, a 30-credit program

Title Changes

Over the course of the spring 2016 semester, a nomenclature change for our non-accredited, post-professional degree (presently M Arch II) was discussed and will be voted on in the fall of 2016. We expect the official name change to be published in the bulletin by no later than the fall of 2018.

II.3 Evaluation of Preparatory Education

B Arch Admissions and Transfers

Freshman and transfer applicants to the B Arch program at the Spitzer School of Architecture must file an application online through the CUNY undergraduate application portal by February 1 for admission in the fall of the same year. (The Spitzer School does not accept new students in the spring semester.) Applicants to the Macaulay Honors College at CUNY must apply earlier, by December 1.

Applicants must submit high school and/or college transcript(s), standardized test scores (including Regents and SAT or ACT), and application fee to the University Application Processing Center (UAPC). Macaulay Honors College applicants should submit additional information as instructed. Each of these applicants must also take the Creative Challenge test (deadline January 1), unique to the B Arch program, which is described in more detail below.

CUNY screens the transcripts for applicants with:

1. 80+ high school GPA in academic subjects
2. 1000 combined SAT score on the reading and writing and math sections.
3. 2 units of English excluding ESL or at least 500 on the reading and writing of the SAT
4. 3 units of mathematics or minimum 550 on the math section of the SAT
5. 14 units in all academic subjects

Qualifying results are forwarded to the City College Admissions Office (on campus).

Meanwhile, the school's Undergraduate Admissions Committee—comprised of two or more full-time faculty members—grades all of the Creative Challenges received without knowledge of applicant high school grades or test scores. The names of the successful applicants are submitted to the City College Admissions Office.

The Admissions Office works through this list to find applicants that have been successfully screened by CUNY. After this first round has been completed, the Admissions Office works with the school's committee to review each applicant who passed the Creative Challenge but failed the CUNY screening. The Admissions Office has discretionary authority to admit any student, however, only those that have been approved by the Spitzer School Admissions Committee are admitted.

Transfer students are evaluated on the basis of the college GPA, Creative Challenge, and portfolio submission. 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 (from within CCNY) 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. These applicants must take the Creative Challenge. Candidates are reviewed by the Admission Committee and the undergraduate advisors.

More information on CCNY undergraduate admissions can be accessed here: https://www.ccny.cuny.edu/admissions/undergrad-overview.

Creative Challenge
The Creative Challenge was introduced by the Spitzer School for 2010 admissions. It serves as an important tool to identify potentially successful applicants who may not be identified when using other, more conventional assessment criteria.

The Creative Challenge is a home test consisting 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.

The five challenges, which must each be answered on one letter-sized page, using any medium or technique that the applicant believes to be most appropriate, are:
Challenge 1: Record yourself in a creative act. (This is not a writing assignment.)
Challenge 2: Write one paragraph that describes your favorite space.
Challenge 3: Represent something moving in time. (This is not a writing assignment.)
Challenge 4: Represent an object in two scales simultaneously. (This is not a writing assignment.)
Challenge 5: Depict a path to or from your place of residence. (This is not a writing assignment.)

The Creative Challenges are 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 candidates think about their environment and their place within the environment.

The Creative Challenge form can be accessed at https://ssa.ccny.cuny.edu/admissions/undergraduate/ug-b-arch-admissions/.

M Arch Admissions
As detailed on the Spitzer School website at https://ssa.ccny.cuny.edu/admissions/graduate/g-how-to-apply/, applicants to the M Arch I program are required to submit the following materials:

- Online application form, including personal information, educational history, and personal statement of interest of up to 500 words
- Hard-copy portfolio of creative work no larger than 8.5″ x 14″/216 x 356 mm

- Transcripts from all institutions of higher education attended previously
- Three letters of recommendation including at least one from a teacher/professor who has worked with the applicant in an academic setting
- CV/resume
- Application fee (US$125)

Applicants who were educated outside the United States are also asked to submit:

- TOEFL (minimum score 79) or IELTS (minimum score 6.5)—for international students from countries where English is not the language of instruction
- Credential translation (if necessary) and evaluation from an authorized agency

Any materials not submitted online are directed to the attention of the graduate student services manager. The deadline for application submission is on or near January 15 in order to be considered for the fall of the same calendar year. The program director conducts preliminary portfolio reviews and interviews with potential applicants by request each fall. Starting with the fall 2016 application cycle, GRE test results were made optional rather than mandatory.

A committee consisting of the M Arch program director and select faculty who teach core courses in design or other disciplines reviews applications together as a group. Each applicant's file is read holistically by at least two faculty members who make recommendations to "admit," "deny," or "maybe" aka waitlist. If the two reviewers of any file disagree, the full group will discuss and come to a decision. In the case of strong candidates from non-English-speaking backgrounds, the program director conducts a video interview before an admission decision is made.

Students are required to have completed one semester of both college-level calculus and physics prior to beginning the M Arch I program, preferably with grades of B or better. For U.S. students, these courses may be taken after the application deadline; however, failure to successfully complete the courses before the registration deadline for the fall semester results in the option to defer for one year. For international students who require an F1 or J1 visa, these courses must be completed before an admission offer can be made. The admission offer is also contingent upon verification of any unofficial documents that were submitted, such as unofficial transcripts and test scores.

All admission offers are for the full, three-year program; the school does not currently offer admission with advanced standing. Students whose previous coursework includes material covered in the M Arch core curriculum may petition for a waiver from any required course(s). To do so, they submit a document that compares courses taken at other institutions listed alongside Spitzer School required courses—name, credits, course number, grade received (must be B or higher), and course description—along with syllabi and course material including writing samples for the history/theory courses. The graduate student services manager compiles these submissions and parses them out for faculty review. Students granted waivers for undergraduate classes have this noted on their curriculum progress sheets and have the opportunity to take additional electives in order to complete the required number of credits. Transfer credit (up to 36 credits) for graduate-level coursework may be granted in addition to course waiver(s) according to the same review process; the credits are posted by CCNY's central Admissions Office upon receipt of official documentation from the graduate student services manager.

II.4 Public Information

II.4.1 Statement on NAAB-Accredited Degrees

SSA website Architecture Program Accreditation Information:
https://ssa.ccny.cuny.edu/about/accreditation/

CCNY Undergraduate and Graduate Bulletins: https://www.ccny.cuny.edu/registrar/bulletins

Please note: CCNY Bulletins are updated annually. The most recent curricular changes and NAAB updates will be submitted in fall 2016 for publication by the time of the NAAB Team Visit.

II.4.2 Access to NAAB Conditions and Procedures

SSA website links to NAAB Conditions and Procedures, including Student Performance Criteria: https://ssa.ccny.cuny.edu/about/accreditation/

II.4.3 Access to Career Development Information

SSA website links to Career Development Information: https://ssa.ccny.cuny.edu/about/accreditation/

II.4.4 Public Access to APRs and VTRs

SSA website links to Architecture Accreditation Documents: https://ssa.ccny.cuny.edu/about/accreditation/

II.4.5 ARE Pass Rates

SSA website links to Architectural Registration, including ARE pass rates: https://ssa.ccny.cuny.edu/about/accreditation/

II.4.6. Admissions and Advising

CCNY Admissions: https://www.ccny.cuny.edu/admissions
CCNY Undergraduate Admissions, freshman: https://www.ccny.cuny.edu/admissions/freshman-students
CCNY Undergraduate Admission, Architecture Creative Challenge: https://ssa.ccny.cuny.edu/admissions/undergraduate/ug-b-arch-admissions
CCNY Graduate Admissions, Architecture: https://ssa.ccny.cuny.edu/admissions/graduate/g-how-to-apply/

II.4.7 Student Financial Information

CCNY Financial Aid website, Frequently Asked Questions; see #3 (What are Tuitions and Fees Charged at City College) and #4 (How are Expenses Determined): https://www.ccny.cuny.edu/financialaid/main-faq

III Annual and Interim Reports

III.1.1 Annual Statistical Reports

CITY COLLEGE OF NEW YORK
160 Convent Avenue
New York, New York 10031
Shepard SH109E
Ed Silverman, Director 212-650-6480
E-MAIL: esilverman@ccny.cuny.edu FAX 212 -650-6425

8/22/2016

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.

Ed Silverman
CCNY Institutional Research (SH109E)
160 Convent Avenue,
New York, New York 10031

III.1.2 Interim Progress Reports

Not included in this APR. All reports submitted by the Spitzer School in the period between the present and the last NAAB visit will be provided to the Visiting Team by NAAB.

- 2011-2012 Annual Report, November 30, 2012
- 2012 NAAB Response
- 2012-2013 CCNY Annual Report, September 2013
- 2013 IPR Decision Letter CCNY, April 28, 2014

SECTION 4. SUPPLEMENTAL MATERIAL

1. Descriptions of all courses offered within the curriculum of the NAAB-accredited degree programs. The programs must use the template available on the NAAB website. https://ssa.ccny.cuny.edu/wp-content/uploads/2015/05/NAAB01_NAAB_CCNY_CourseDescriptions_compiled_2016.pdf

2. Studio Culture Policy
   Available on SSA website: https://ssa.ccny.cuny.edu/about/policies/. In spring 2016, a working group reviewed and updated the policy, which is expected to be approved by students and faculty and posted at the same link during the 2016-17 academic year.

3. Self-Assessment Policies and Objectives
   https://ssa.ccny.cuny.edu/wp-content/uploads/2015/05/NAAB03_Assessment_Policies_and_Procedures.pdf

4. Strategic Planning
   SSA Strategic Plan. https://ssa.ccny.cuny.edu/wp-content/uploads/2015/05/NAAB04_SSA-STRATEGIC_PLAN-2010-ver3_12-05-05.pdf

5. Policies on academic integrity for students (e.g., cheating and plagiarism).
   CCNY Integrity Policy, for students: https://www.ccny.cuny.edu/about/integrity
   CCNY Academic Affairs, Integrity Policies, for faculty:
   https://www.ccny.cuny.edu/academicaffairs/integrity-policies

6. Information resources policies including collection development.
   CCNY Libraries “About Us” page: http://library.ccny.cuny.edu/main/?page_id=170
   CCNY Libraries “Guide to Services and Policies” page: http://libguides.ccny.cuny.edu/services
   Architecture Library: http://library.ccny.cuny.edu/main/?page_id=6

7. The institution’s policies and procedures relative to EEO/AA and Sexual Harassment/Title IX Compliance for faculty, staff, and students.
   CCNY Office of Affirmative Action, Compliance and Diversity:
   https://www.ccny.cuny.edu/affirmativeaction

8. The institution’s policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.
   CCNY Fellowship Leave Application (sabbatical) and other types of leaves:
   https://www.ccny.cuny.edu/sites/default/files/hr/upload/Fellow-Leave-Application.pdf
   CCNY President’s and Provost’s Faculty Awards**:** https://www.ccny.cuny.edu/academicaffairs/awards

9. The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.
   CCNY Academic Affairs, Promotion and Tenure:
   https://www.ccny.cuny.edu/academicaffairs/promotion-and-tenure

10. CCNY Office of Institutional Research (OIR)
    City Facts describes student, instructional and noninstructional staff, and administrators’ demographic data, as well as the sponsored programs financial information for the City College of New York.
    https://www.ccny.cuny.edu/institutionalresearch/cityfacts

11. One-page resumes of all full-time faculty teaching in the architecture programs.
    Available at https://ssa.ccny.cuny.edu/wp-content/uploads/2015/05/NAAB11_NAAB_CCNY_Resumes_APR_2016.pdf and on school website:
    https://ssa.ccny.cuny.edu/people/department/faculty/full-time

12. Institutional accreditation.
    Letter from the Middle States Commission on Higher Education, dated Nov. 2013
    Available at https://ssa.ccny.cuny.edu/wp-content/uploads/2015/05/NAAB12_MSCHE-PRR-Acceptance-and-Accreditation-Status-Letters.pdf and on the CCNY website:
    https://www.ccny.cuny.edu/ae/middlestates