

Unit 28 FINDING LOST WATER

Fall 2022

Course Number: LAAR 63100 and LAAR 65100

Course Title: Landscape Architecture Studio 3 and Landscape Architecture Studio 5

Faculty: Patricia McKee / Wendy Andringa

Credits: 6 credits

Class Schedule: Mondays and Thursdays 2.00 pm - 5:50 pm

Class Location: SSA Studio 224; some sessions in the field



A Walk in Van Cortland Park, *What Became of Tibbetts Brook?*



Photos: Wendy Andringa, 2022

Course Description

"Of course, there are places where you feel the inhabitants are not really attending to and interpreting their landscapes; whole people or nations get mixed up and start living at right angles to the land so to speak, which gives a weird sense of alienation." (*Durell, L., 'Spirit of Place', Landscape Journal, V7, no.2, 1988*)

"Great river—greater dam." (*George Hayduke, The Monkeywrench Gang*)

Water is considered both sacred and sewer, a powerful engine of industry and curator of species and individual wellness. Western civilization continues to waste, contaminate, and interrupt the flow of water that sustains life on earth in its current form. Water has been buried, piped, and channeled out of our landscapes, as well as our consciousness. These fragments are no longer seen as a continuous system. As these practices continue, the consequences of our detachment from water systems are becoming increasingly difficult to ignore.

In order to get a deeper understanding of water systems, we will explore Tibbetts Brook in the Bronx, which historically flowed from Yonkers to the Harlem River. It was first interrupted in 1699 when Jacobus Van Cortlandt dammed the creek to power his family sawmill, diverting it into what is now Van Cortlandt Lake. Over time, much of what was left of the brook was buried in culverts to make way for highways, and diverted into the city's sewer system. When it rains, the waste treatment plant on Wards Island becomes overloaded, forcing it to dump excess sewage into the Harlem River. At the same time, the loss of a natural watershed causes rainfall to back up storm drains, which results in flooding of nearby neighborhoods and infrastructure. What once worked as a natural watershed has become an infrastructural Frankenstein that is coming back to haunt us.

Water is one of the key components of landscape, and as we seek to shape the land and envision a new future for Tibbetts Brook and beyond, it is essential to understand what forces brought us to this paradigm. In order to see new possibilities, one must look again, and listen closer, not accepting the obvious and, staying curious, reveal, cultivate, and (re)tell the secrets of the water that have been lost. We will use traditional tools of landscape architecture along with experiential adventures to encourage a deep understanding of the place, while questioning assumptions and biases. The studio will focus on building lines of inquiry to cultivate students' individual interests, creating self-reflective practices and building an expanded skill set for deep inquisitiveness. In the spring semester, we will take a trip to the Great Salt Lake in Utah to explore a region facing contrasting water crises.

Faculty Contact Info and Office Hours

Patricia McKee
Mondays 12:30 pm-1:30 pm or by appointment
Meeting ID:
Passcode:

pmckee@ccny.cuny.edu
SSA Room 3M24

Wendy Andringa
Mondays Xpm-Xpm or by appointment
Meeting ID:
Passcode:

wandringa@ccny.cuny.edu
SSA Room 3M24A

Course Logistics/Technology

During the Fall 2022 semester, this Spitzer School of Architecture Unit will be taught in person in a studio space at the spitzer School of Architecture, with in-person field trips at various site locations around the Tibbetts Brook water, along with invited guests with related knowledge, expertise, and perspectives. Some remote meetings may be held using the Zoom platform. The Zoom application should be downloaded by all students; invitations to any scheduled Zoom meeting will be sent with a passcode.

If requested by the professor, personal laptop computers should be brought to the school for in-person classes. For any remote class meeting on Zoom, students will need a stable internet connection and a laptop computer that will allow for class participation using both video (camera) and screen sharing. Technical support is available to Spitzer School of Architecture students by contacting the CCNY IT Service Desk.

CCNY IT Service Desk
servicedesk@ccny.cuny.edu
212 650 7878 Mon-Fri 8.00am-6.00pm

Spitzer School of Architecture's IT and Computing Resource List
<https://ssa.ccny.cuny.edu/information-for/currents-students/>

Support of Program Mission

This vertically integrated design unit, Unit 28: FINDING LOST WATER, is comprised of these co-required courses: LAAR 63100 Landscape Architecture Studio 3 / LAAR 66200 Advanced Visual Representation (second-year MLA students) and LAAR 65100 Landscape Architecture Studio 4 / LAAR 64150 Design Research (third-year MLA students) and is part of the Curriculum's course sequence in Design. This course introduces the disciplinary skills and thinking processes necessary for a student preparing for a career as a professional landscape architect. The unit's courses support the mission of the Graduate Program in Landscape Architecture at the Bernard and Anne Spitzer School of Architecture of the City College of New York, which asserts that landscape architecture plays an essential role in connecting social justice to environmental design and the planning of landscape systems in the urban realm. The Graduate Program prepares students to be leaders in the field of landscape architecture through innovative research and practice in urban ecological design, planning, and policymaking. This course addresses issues of increasing globalization and the growth of nationalism, expanding urbanization, the promotion of social and environmental justice, the transformation of land management practices in response to diminishing natural resources, and the resilient adaptation to climate change.

Course Objective

This comprehensive Advanced Unit in Landscape Architecture focuses on current environmental and social issues associated with urban landscapes, with an emphasis on provocation for students to reflect upon, analyze, and articulate their own worldview at this juncture in their design careers, while growing skills and techniques to aid in these pathways of investigation. Students will be encouraged to hone their voices, build out their personalized toolkits, and determine pathways to be of service through the practice of landscape architecture. The projects will focus on reading the landscape, experiencing a place, exploring various spatial, temporal and systemic conditions, connecting with communities, and recording, interpreting, and communicating their ideas.

As a vertical Advanced Unit elected by second and third year MLA students, this fall semester of the year-long Unit course integrates and merges two sets of co-required courses: LAAR 63100 Studio 3 and LAAR 65100 Studio 5 with LAAR 66200 Advanced Digital Representation and LAAR 64150 Design Research. Research, representation, and design are thus considered as comprehensively entangled disciplines of thought and action. In addition, the Advanced Unit works in parallel with the history, theory, and techniques of both landscape restoration and environmental planning. The Advanced Unit is also co-required with LAAR 63300 Environmental Planning (second-year MLA students) and LAAR 64700 Landscape Restoration (third-year MLA students), although these two courses provide separate syllabi. Writing, thinking, and analysis are thus conceived as critical tools enhancing the discipline of landscape architecture, inseparable from landscape design, technique, and realization.

Methodology and Course Requirements

The Advanced Unit in Landscape Architecture is based on the studio method and is taught collaboratively by two to three faculty members. Students will be expected to work independently to develop their skills in thinking, writing, and making through the demands of specific probes/projects, techniques of research and representation, and the challenges of critique. All supplies for models and drawings as well as ink and plotter paper must be purchased by students on an as-needed basis. Class time will be spent at the desk (virtual or real), with individual or paired discussions (desk crits) between the students and faculty. Informal presentations and group discussions will introduce each new probe. Site visits—virtual or real, following all current CDC, state, and city safety protocols—to Tibbetts Brook watershed (the Bronx) will be organized during the course of the fall semester. Presentations of work will be public, either informal class pinups/digital presentations or formal reviews with invited guest critics. At both desk crits and at public presentations, students will present their work both visually and verbally in order to generate a group discussion of the ideas present in the work. Students will be expected to document their work and develop portfolio material throughout the course of the semester and year, with a final, comprehensive portfolio submission at the end of each semester.

Course Structure

The fall semester of Unit 28 FINDING LOST WATER consists of five projects / probes that foster new ways of seeing, critical analysis, and (re)visionary design thinking through research, activities, discussion, and representation. Collaborative work will be encouraged, and students may be asked to work in pairs or small groups. The work will be reviewed by fellow students, staff, and invited guests. Deliverables for each probe will be clearly cited in the project handouts. Each student will develop a unique portfolio of their work. See the Unit Schedule for the scheduled presentations for each probe. Below is a brief summary of the focus of each probe:

Probe 01	CAPTURING (Re)discovering the physical / temporal, visible / hidden, landscape at various scales
Probe 02	INVITING Building collaboration, the nature of marginalization / influence, questioning, connecting
Probe 03	UNCOVERING Exploring cultural bias / erasure, resource / climate policy, data collection / visualization
Probe 04	SIFTING Extracting, distillation / prioritization of information, interrelationships / layers of meaning
Probe 05	LANDING Establishment of a solid stance, springboard for design, narrative and representation

The Advanced Units encourage and support a critically positioned and inventive design process, developed through a series of analytic probes into the histories, cultures, technologies, and ecologies of a site. Students are encouraged to study physical character and behavior, cultural factors such as historical and contemporary policy, mythology, social and environmental equity and violence, and to think about system functions from the perspective of a geological time, city-making, and individual well-being. Students will be encouraged to develop their own lenses through which to explore contemporary issues such as mass-extinction, climate change adaptation, food insecurity, human migration, and resource allocation. The objective of the course is to develop student awareness, skills, and communication abilities as a spring-board to next-generation design thinking. Assigned readings, site visits, and invited guests will augment the work, and dialogue between the students and other collaborators will be on-going. Students are expected to participate fully in group discussions, desk crits, engage with guests, and apply themselves with passion, courage, patience, and curiosity to look creatively at the wicked problems that this Advanced Unit aims to embrace.

Educational Goals

The Advanced Unit in Landscape Architecture, a vertical year-long integrated suite of integrated history and theory topics, design research and advanced visual representation strategies, and design studio work, is taught in the second and third years of the Master of Landscape Architecture program. The Advanced Units develop the transdisciplinary skills and thinking processes necessary for a student preparing for a career as a professional landscape architect.

Educational goals in this studio include the enhancement of the following list of skills and concepts:

- I. Visual communication
- II. Landscape systems
- III. Critical thinking
- IV. Professional design and environmental planning practice standards
- V. Design and planning in the urban realm, with a focus on environmental justice and climate adaptation
- VI. Leadership in the positioning of landscape architecture in the twenty-first century

Learning Objectives

The learning objectives of the Advanced Unit in Landscape Architecture are developed from the above educational goals, and include the actions and activities through which these specific skills and concepts are conveyed to the student.

- I. Visual communication is enhanced through the critical use of the tools of representation, including drawing (digital and manual), physical modeling, digital modeling, and geospatial data analysis, as well as through the layout of pamphlets, drawings, and digital presentations.
- II. Landscape systems and their interrelationships, particularly those within the urban environment, are investigated across multiple scales and studied in the context of scientific and technological processes.
- III. Critical thinking is enhanced through the use and development of both visual tools and written text for the development of comprehensive research, precise thinking, thoughtful and ethical analyses, and the intelligent establishment of criteria for the evaluation of design decisions.
- IV. Professional design and environmental planning practice standards are met through the preparation of students for effective participation in the professional practice of landscape architecture. This includes skills required for site design, site technology, technical documentation, and material / plant specification, as well as an understanding of construction documentation and project management practices.
- V. Design and planning in the urban realm is developed through the study of the shaping of the urban landscape through policy, community engagement, and urban design. A broad spectrum of visionary approaches to the design and transformation of the city is supported.
- VI. Leadership in the positioning of landscape architecture in the twenty-first century is attained by addressing the specific role of the landscape architect in leading multi-disciplinary collaborative practices in order to advocate for more ecologically viable, resilient, and equitable cities. The challenges of the climate emergency and global urbanism are addressed, along with the need for research and the development of design and planning strategies for the adaptation of urban centers to meet these and other challenges.

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Unit 28 Fall 2022

McKee / Andringa

Unit Schedule

Note: This schedule is subject to revision!

Mondays 2:00pm-5.50pm; Thursdays 2:00pm-5.50pm, Studio 224

“Remote” days are noted with an **R**

week	date	time	faculty	class
1	Thurs 25 August	2pm 5pm	McKee/Andringa	Grad Unit Lottery - Aaron Davis SS Convocation - Aaron Davis
2	Mon 29 August	2pm-6pm	McKee	Probe #1 assigned
	Thurs 01 September	R 2pm-6pm	McKee	Field Visit - Van Cortlandt Park
3	Mon 05 September	COLLEGE CLOSED - NO CLASS		
	Thurs 08 September	2pm-6pm 6pm	Andringa SSA Lecture: Ana Maria Leon / rm. 107	Desk crits / Studio time / Pin-up review
		6:00pm / rm. 107		
4	Mon 12 September	2pm-6pm	Andringa	Desk crits / Rhino Workshop
	Thurs 15 September	R 2pm-6pm 6pm	Andringa SSA Lecture: Gabriel Díaz Montemayor / rm. 107	Field Visit - meet with Alliance
5	Mon 19 September	2pm-6pm	McKee	Probe #1 due (model may be on-going) / Review Probe #2 assigned
	Thurs 22 September	2pm-6pm	McKee	Desk crits / Studio time / Pin-up review
		1pm / rm. 107	Student Advisory Meeting: All students invited	Guest - TBD
6	Mon 26 September	COLLEGE CLOSED - NO CLASS		
	Thurs 29 September	2pm-6pm 1pm / rm. 107	McKee Arch Department Lunchtime Lecture: Ahu Aydogan	Desk crits / Studio time / Pin-up review Interview script due
7	Mon 03 October	R 2pm-6pm	McKee/Andringa	Field Visit - Student choice interviews
	Thurs 06 October	2pm-6pm 6pm / rm. 107	McKee SSA Lecture: C.J. Alvarez	Probe #2 due / Review Probe #3 assigned
8	Mon 10 October	COLLEGE CLOSED - NO CLASS		
	Thurs 13 October	2pm-6pm 6pm / rm. 107	McKee SSA Lecture: Sarah Lynn Lopez 6:00pm rm. 107	Desk crits / Studio time / Pin-up review
9	Mon 17 October	R 2pm-6pm	McKee/Andringa	Field Visit - TBD

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McKee / Andringa

	Thurs	20 October		2pm-6pm 6pm / rm. 107	McKee SSA Lecture: Paul Farber 6:00pm / rm. 107	Desk crits / Studio time / Pin-up review
10	Mon	24 October		2pm-6pm	McKee	Desk crits / Studio time Guest - TBD
	Thurs	27 October		2pm-6pm 1pm / rm. 107 6pm / rm. 107	McKee Student Advisory Meeting SSA Lecture: William Brinkman-Clark	Probe #3 due / Review Probe #4 assigned
11	Mon	31 October	R	2pm-6pm	McKee/Andringa	Field Visit - TBD
	Thurs	03 November		2pm-6pm 6pm / rm. 107	McKee SSA Lecture: Miguel Rábago	Desk crits / Studio time / Pin-up review
12	Mon	07 November		2pm-6pm	McKee	Desk crits / Studio time Guest - TBD
	Thurs	10 November		2pm-6pm 6pm / rm. 107	McKee SSA Lecture: Loreta Castro and Gabriela Carrillo	Desk crits / Studio time / Pin-up review
13	Mon	14 November	R	2pm-6pm	McKee/Andringa	Field visit or Desk crits / Studio time
	Thurs	17 November		2pm-6pm 1pm / rm. 107 6pm / rm. 107	McKee Student Advisory Meeting SSA Lecture: Arturo Ortiz	Probe #4 due / Review Probe #5 assigned
14	Mon	21 November		2pm-6pm	McKee	Desk crits / studio time Watershed model due
	Thurs	24 November		COLLEGE CLOSED - NO CLASS		
15	Mon	28 November		2pm-6pm	McKee/Andringa	Desk crits / Studio time Guest - Priyanka Shaw
	Thurs	01 December		2pm-6pm	McKee	Desk crits / Studio time
16	Mon	05 December		2pm-6pm	McKee	Desk crits / Studio time
	Thurs	08 December		2pm-6pm	McKee	Probe #5 due / Review / Desk crits / Studio time Core Studio 1 Final Reviews
17	Mon	12 December		2pm-6pm	McKee	Exhibition Advanced Studio Units 24 & 27 Final Reviews
	Tues	13 December		2pm-6pm	McKee/Andringa	END OF SEMESTER FINAL REVIEW Advanced Studio Unit 25 & 28 Final Reviews LAST DAY OF CLASS
	Thurs	15 December		NO CLASS		

18	Mon	19 December		START OF FINAL EXAMS
			2pm	Grad Sharing Session Clean-up day (Monday Studios + Units)
	Thurs	22 December	END OF TERM - NO CLASS	
19	Tues	27 December	COLLEGE CLOSED - NO CLASS	FINAL GRADES DUE

Course Expectations and Grading Criteria

Attendance:

This course meets on Mondays from 9.00am-11.50am and 2pm-5.50pm, and on Thursdays from 2.00pm-5.50pm. Attendance is required, and attendance will be taken at all scheduled in-person and online Zoom sessions.

Note the Policy on Lateness and Absence from the City College of New York's 2022-2023 Graduate Bulletin: <https://ccny.smartcatalogiq.com/en/2022-2023/Graduate-Bulletin>

“Students are expected to attend every class session of each course in which they are enrolled and to be on time. An instructor has the right to drop a student from a course for excessive absence. Students are advised to determine the instructor’s policy at the first class session. They should note that an instructor might treat lateness as equivalent to absence. No distinction is made between excused and unexcused absences. Each instructor retains the right to establish his or her own policy, but students should be guided by the following general College policy: In courses designated as clinical, performance, laboratory or fieldwork courses, the limit on absences is established by the individual instructor. For all other courses, the number of hours absent may not exceed twice the number of contact hours the course meets per week.”

Following the Graduate Bulletin policy above, **you will fail this course with a grade of WU (withdrew unofficially) if you miss more than four unit seminars/studios.** Missing Zoom sessions for religious observance or jury duty are exceptions to this rule. Your instructors will record your attendance and you are responsible for notifying instructors prior to an absence whenever possible. In notifying your instructor about an absence or another issue, please append a copy of a doctor’s note or other written proof of the seriousness of the situation at hand.

Unit 27 Grading Criteria:

The fall semester of Unit 27 is designed as a suite of co-required courses: Studio, Advanced Visual Representation, and Design Research. Given the integration and entanglement of these courses, all unit faculty will meet together at the end of the semester to determine grades for the student for each component of the co-required courses.

All students will be held to high and consistent standards. Grading of unit work is considered on its own merits as well as in relationship to the work of other students in the unit, in order to make clear and appropriate distinctions regarding the range of work. The full range of the grading scale may be used. Grading is a carefully considered process, and grades are not negotiable.

Grading is based on your work’s conceptual strength, positioning, development, and execution. Consistent development of the work over the course of the semester as well as clear graphic, written, and verbal communication of the work must be achieved. Each student will be given a mid-semester verbal assessment of his/her/their work, a final grade, and a final written assessment / exit interview.

Attendance and participation in group discussions are important factors for the evaluation of each Probe. Work for each Probe must be completed within the specific time frame allotted, and the defined requirements must be achieved at an acceptable level of resolution.

Grading criteria and percentages

Probe 01	Capturing	20%
Probe 02	Inviting	20%
Probe 03	Uncovering	20%
Probe 04	Sifting	20%
Probe 05	Landing	20%
	TOTAL	100%

Graduate Student Grading System:

The result of a student's work in any course completed will be expressed by one of the following grades. This schedule conforms with City College of New York's 2022-2023 Graduate Bulletin:
<https://ccny.smartcatalogiq.com/en/2022-2023/Graduate-Bulletin>

Grade	Explanation	Quality Points
A+	Exceptional	4.00
A	Excellent	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30
C	Satisfactory	2.00
F	Failure/Unsuccessful Completion of Course	0.00

NOTE: A grade of C is the lowest passing letter grade for graduate students. Students will not receive credit for this course if their final grade is less than a C (2.0 quality points). In accordance with the City College of New York's Graduate Bulletin, a graduate student with a grade point average below 3.0 cannot receive a Master's Degree. For specific program information related to grades, academic standing, probation, and dismissal, please meet with the graduate student advisor.

Incompletes:

Grades of "incomplete" (INC) are not given under any circumstance unless there is evidence of a medical or personal emergency. In such cases, instructor and student develop a contract to complete work by a specified date, as per CCNY policy. This contract must be processed by your academic advisor and approved by the Program Director and the Chair's Office of the Spitzer School of Architecture. Classes and/or missed work due to illness must be explained with a physician's note.

Academic Integrity:

Academic dishonesty is prohibited at the City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. Plagiarism (the presentation as one's own work of words, drawings, ideas and opinions of someone else) is a serious instance of academic dishonesty. The submission of any piece of work (written, drawn, built, or photocopied) is assumed by the school to guarantee that the thoughts and expressions in it are literally the student's own, executed by the student. All assignments must be the student's original work, produced for this class and no other. Any copying, even short excerpts, from another book, article,

or Internet source, published or unpublished, without proper attribution or citation will result in automatic failure of the entire course.

You will fail this course if you: 1) submit work used for another course; 2) copy material and submit it as your own, without using quotations *and* citing your source, or in any other way represent the work of another person as your own; 3) submit the same work as another student. Plagiarized work will be reported to the CCNY Academic Integrity Committee, as per the CUNY Policy on Academic Integrity.

CCNY Academic Integrity Policy: <https://www.cuny.cuny.edu/about/integrity>

Classroom Expectations

Community Agreement:

During the first full Unit studio meeting, the professor will make time for an “Hour SSA” session for a supportive open community discussion among students. Studio members will work together to create a community agreement for interacting together over the semester. Definition: “A consensus on what every person in our group needs from each other and commits to each other in order to feel safe, supported, open, productive, and trusting... so that we can do our best work.” A second “Hour SSA” will be repeated at the middle of the semester. <https://www.nationalequityproject.org/tools/developing-community-agreements>

Classroom Civility:

All students are expected to participate in class discussions. Meaningful and constructive dialogue is encouraged; however, discussion should be civilized and respectful to everyone, as well as relevant to the topic being discussed. This requires a willingness to listen, tolerance for different points of view, and mutual respect from all participants. All students will be expected to show respect for individual differences and viewpoints at all times. Guests critics invited to classes and/or review sessions will be informed of this expectation for civility.

Zoom Classroom Etiquette:

Use the video option when possible, and certainly when requested by your instructor during active discussion. Dress appropriately. Stay focused and on task. Be aware of when you should or should not mute yourself. Please don't eat during the class meeting while on video. Your instructor will discuss the use of the public and private chat features; the private chat may be blocked by the instructor. Note that private chats are not “private.” Be respectful.

Zoom Recordings:

Students should not record Zoom sessions without the direct permission of the instructor. Your instructor may opt to record Zoom sessions; students will be informed that the session is being recorded. Password protection by the instructor of the recorded digital copy is required, and students will be informed if a recorded session will be shared beyond those participating in the course.

Use of Electronic Devices:

All students are expected to engage in active learning during class time, including during remote Zoom instruction. The use of mobile phones, texting, chat features, and social media can be very distracting for both students and the instructor. Please turn off and put handheld devices away and out of view during both in-person and Zoom classes, in order to be fully present. The appropriate use of laptops will be discussed. The instructor will provide periodic breaks during in-person and Zoom classes; if needed, personal devices may be used during this time.

City College Library Research Support

The Spitzer School of Architecture's library is a shared resource that is a necessary supplement to all research and design work. Please direct questions to the library staff or the Architecture Librarian Nilda Sanchez-Rodriguez.

Contact:

<https://library.ccny.cuny.edu/architecture>

Nilda Sanchez-Rodriguez, Architecture Librarian nsanchez@ccny.cuny.edu

City College Student Support Resources

AccessAbility Center

The AccessAbility Center (AAC) facilitates equal access and coordinates reasonable accommodations, academic adjustments, and support services for City College students with disabilities while preserving the integrity of academic standards. Students who have self-identified with AAC to receive accommodations should inform the instructor at the beginning of the semester. Faculty must receive an official accommodation memo from the student before proceeding to implement accommodations.

Contact: AccessAbility Center

North Academic Center, Room 1/218

212 650 5913 or 212 650 8441 for TTY/TTD

<http://www.ccny.cuny.edu/accessability/>

disabilityservices@ccny.cuny.edu

Health and Wellness Services

Feeling stressed or anxious? City College's Office of Health and Wellness Services offers free and confidential counseling.

Contact: Health and Wellness Services

Marshak Science Building, Room J-15

212 650 8222 or counseling@ccny.cuny.edu

Office of Diversity and Compliance

City College complies with CUNY policies and procedures regarding discrimination of any kind.

The College has resources to support you if you have experienced sexual violence, intimate partner/domestic violence, gender or race-based discrimination, harassment, or stalking.

For confidential support, you can contact the Student Psychological Counselor: Confidential Advocate at 212 650 8905 or the Gender Resources Program at 212 650 8222.

The point of contact for all such matters is our Title IX Coordinator, Diana Cuzzo. Please review the section entitled "Complaints of Discrimination." You will find a link to the Discrimination and Complaint Form on this page.

Contact: Office of Diversity and Compliance

Diana Cuzzo, Chief Diversity Officer and Title IX Coordinator

<https://www.ccny.cuny.edu/affirmativeaction>

212 650 7330 or dcuzzo@ccny.cuny.edu

Public Safety

If there is an **emergency on campus**, you can call Public Safety at 212 650 7777. Off campus, call 911.