



The Bernard and Anne Spitzer School of Architecture

ANNUAL REPORT 2019-2022

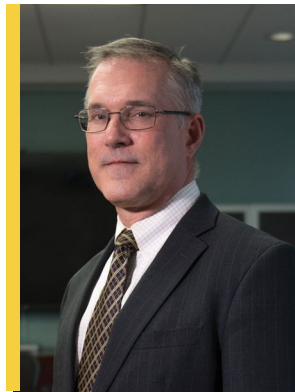
The City College
of New York



The Bernard and Anne Spitzer
School of Architecture

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Dear Friends and Supporters,



I want to thank you for your interest in the Bernard and Anne Spitzer School of Architecture and tell you how proud I am of the accomplishments described in this report. The school is moving forward under the inspired leadership of Dean Marta Gutman, and you'll see the fruits of that effort in these pages.

This is no ordinary moment for CCNY or for our City and the Spitzer School is preparing students to meet the challenges of the times. As we emerge from the isolation of these past few years, questions of how the built environment structures human interaction, meets the challenge of a more sustainable and livable future, and helps move our social relations toward equity animate the teaching, research and studio work of our architecture school.

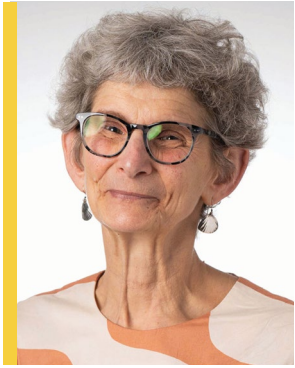
I've long thought of the Spitzer School as a jewel box program on campus, where deeply dedicated educators provide intensive support and instruction to comparatively small cohorts of inspired students. Our work in this school particularly responds to the lived realities and felt needs of our students, and the communities from where they come. That makes us a unique and vibrant institution in the city, and an essential element of how CCNY responds to the call to serve the public interest.

I'm thrilled at the opportunity to show you the work of our school, and gratified at your interest in learning more about our work. I hope these pages satisfy some elements of your curiosity, and whet your appetite to learn more, and I hope to see you on campus at one of the many vibrant Spitzer School events. Thank you so much for your interest and support.

Sincerely,

Dr. Vince Boudreau
President





I am writing from a place of hope—the Bernard and Anne Spitzer School of Architecture at the City College of New York. It's been some time since we've been in touch. Our report writing was delayed by the pandemic and the leadership changes at the architecture school. Rest assured: Spitzer is not on hiatus. Spitzer is open.

Spitzer is confident. Spitzer is thriving. We are creating, drawing, building, imagining, studying, working, and learning together on campus, in the studios, classrooms, labs, shops, offices, and the library that make up the architecture school.

Three years ago, I would not have imagined that I would be writing to you as the dean of the Spitzer School. As an architect who became an architectural historian, I wasn't looking to change what I do. I love to teach and mentor students, and to research, write, edit, and read. Life has a way of delivering the unexpected to each and every one of us. The invitation to lead the architecture school came out of the blue from President Boudreau and Provost Liss. It is one that I decided to accept. Sometimes you just have to take a deep breath, jump in, and know that you'll figure out how to solve the challenges at hand. I had some experience with administration. I knew I would be working with Spitzer's first-rate staff; and I was fully aware of how hard Professor Bradley Horn, the outgoing interim dean, and Professor June Williamson, the architecture department chair at the time, had worked with faculty, staff, and students to bring change to the Spitzer School. Brad, June, and I are pragmatists. We recognized the need for stability, knowing that securing a solid foundation for administration is the basis for the respect and tolerance that is key to learning. We believe building a public school of architecture as diverse and resource-rich as Spitzer will change design education and the design professions. Spitzer students are the future of architecture, landscape architecture, urban design, and sustainability.

As I set out on this journey, I promised that I would follow Brad and June in advocating for students and faculty from each and every program, help to mitigate the effects of the pandemic on the Spitzer community, and make the academic environment even more inclusive and equitable by encouraging new initiatives that push the boundaries of design thinking and research. Like my colleagues, I am deeply committed to the public mission of the architecture school and City College. I am ever grateful for the generosity and steadfast support that our partners have offered during these challenging times. Everyone's cooperation has made it possible to advance Spitzer's

dedication to social and sustainable concerns in practice, and to provide access to the finest education in the art, history, and technology of architecture, urban design, and landscape architecture to the broadest and most diverse student population.

The pandemic has lasted longer than any of us imagined, bringing with it pain, hardship, and loss. This global crisis in public health touched each one of us in the Spitzer community closely in all facets of our lives. We are forever changed. During the third week of the pandemic, our beloved colleague and distinguished professor Michael Sorkin lost his life to Covid. The disease, barely understood by doctors and scientists, escalated and turned our treasured city into its global epicenter. As I write, many pandemic restrictions have long receded in our city but too many family members, friends, and colleagues have suffered from the disease.

As Mrs. Yasmeen Lari, the distinguished Pakistani architect, the 2022 Mumford lecturer, said: "Covid knows no boundaries." The pandemic has exposed the dimensions of poverty in our city, the health disparities that are so intertwined with constructed environments, and the searing imprints of racism and sexism. I repeat these truths here because, as Mrs. Lari insists, we are at a crossroads—with the pandemic, the movement for Black Lives, #MeToo, the climate emergency, and the global crisis in affordable housing. Each of these world-altering currents demonstrates each day that it is time for transformational, generational change.

In March 2021, during the online memorial for the late Michael Sorkin, the architect Teddy Cruz posed these questions: "Could there be a pandemic variant that changes the way we live together? What is the public world that we will make when we venture outside again? Can we learn to live with closeness, proximity, and nearness?" Design matters, and we at Spitzer are not turning our backs on harm, damage, violence, and inequalities as they are manifested in design culture.

In the pages that follow, you'll see that Spitzer, working with the J. Max Bond Jr. Center for Urban Futures, has affirmed its commitment to furthering justice, equity, diversity, inclusion, and anti-racism within the academy and the design professions. Your support has made it possible for the Spitzer School to join (and contribute to) the Deans' Equity and Inclusion Initiative (DEII), an organized effort among architecture school deans to mentor junior faculty of color. The school, led by landscape architecture faculty, composed an indigenous land acknowledgement that is posted on its website and read at each public meeting. The school organized a new divisional committee, Justice Diversity, Equity, and Inclusion (JEDI), which worked with a consultant, Restorative Practice NYC, to write a

racial equity statement of purpose (RESOP). Thanks to your support, the architecture school has also been able to launch the Spitzer Fellowship to support up-and-coming designers, practitioners, planners, spatial activists, advocates, historians, and other academics in their research in architecture, landscape architecture, sustainability, and/or urban design. The goal of each initiative individually and collectively is to make the Spitzer School a hub of innovation that advances racial and gender justice, supports new and emerging voices, and welcomes promising practitioners and academics from historically under-represented groups.

Your support has helped us remediate injustice, repair harm, and act on our commitment to justice through learning. To further this goal, the Spitzer School partnered with Dark Matter University, bringing racial equity directly to the design studios and into the Sciamme lecture series "Architectures of Care" (fall 2021) and "Radical Black Space" (spring 2022).

"School building is a tool for liberation," Shani Peters and Joseph A. Cuillier insisted in their March 2022 lecture, "The Black School Project." Students are also supported with initiatives including Hour SSA, Diversity Hour, Changemaker Scholarships, and the Spitzer Commons. Faculty and staff are also now recognized with awards for mentoring, service, and teaching.

We are grateful to all donors who offer scholarships to Spitzer students—scholarships that not only support them financially but also recognize design excellence, provide mentorship and employment, and work to advance diversity in our professions. Since our last report in 2019, several new scholarships have been set up. Undergraduate and graduate students in architecture at Spitzer benefit from the generosity of the Architecture Alumni Group, Joseph L. Fleischer FAIA, the AIA Bronx, the Melendez Scholarship, FX Collaborative, HOK, and BBB Architects. The Eastchester Heights Scholarship, Hollander Design Award, and Hollander Design Fellowship are recent awards for landscape architecture students. All Spitzer students may apply for the Frank Wayde Hall Travel Fellowship.

The Spitzer community continues to press the boundaries of design and research, entering competitions, receiving grants, publishing books and articles, and winning awards and prizes. You can read about these accomplishments on the Spitzer website, the Spitzer newsletter, and Spitzer social media channels (Facebook, Twitter, LinkedIn, Instagram)—thanks to the heroic efforts of our new communications team.

Design-build is flourishing at Spitzer thanks to Professors Ahu Aydogan, Mohammad Bolhassani, Gordon Gebert, Len Hopper, Marcha Johnson, Frank Melendez, and Zihao Zhang. In the Wet Lab, the Masonry Lab (supported by the International Masonry Institute), the Fab Lab, the model shop, and green spaces around the building, students are experimenting

with myriad materials, methods, and techniques. They're exploring robots and structural systems and learning to build vaults of all kinds; they're designing and building chairs; and they're constructing pollinator gardens. A new materials library, shepherded by Professors Christian Volkmann and Domingo Gonzalez, has been designed and built by students, made possible by generous in-kind donations from Apogee Lighting, Arnold Glas, and Haefele.

Extraordinary gifts stand out in their importance to Spitzer and the College. Joan Copjec has donated Michael Sorkin's books and papers, which will be housed in an innovative reading room designed by Professor Elisabetta Terragni and organized as they were in Michael's library. This installation is designed to give students a window into Michael's imagination.

Shellie Sclan reached out when she uncovered notes and syllabi from courses that her late husband, Distinguished Professor Marshall Berman, taught at the Spitzer School. She has given them to the Architecture Library along with books that Marshall used in his teaching.

Thanks to our generous donors, we are able to place these gifts in architectural settings that will bring the scintillating intellect of these thinkers to light and to life.

As I write this, we have received excellent news from the Landscape Architecture Accrediting Board: The Master of Landscape Architecture program, guided so expertly by program director and professor Catherine Seavitt Nordenson, has been reaccredited with no conditions. Brava to Prof. Seavitt Nordenson and her colleagues! Other plans are afoot and more events are in the works.

Please come visit the Spitzer School! Please share your suggestions! And please stay tuned for more good news!

Sincerely,

Marta Gutman, PhD

Dean and Professor of Architecture
Spitzer School of Architecture, The City College of New York
Professor of Art History and Earth and Environmental Sciences, CUNY Graduate Center
Past-President, Society for American City and Regional Planning History



Since its humble beginnings as a small interdisciplinary program within City College’s School of Engineering in 1961, the Spitzer School has evolved into a hub of innovation for generations of architectural pioneers. We grew from a small division, to a budding independent school in 1968, and then finally with the addition of the Urban Design and Urban Landscape program in 1969, to a proud professional school of City College.

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.”



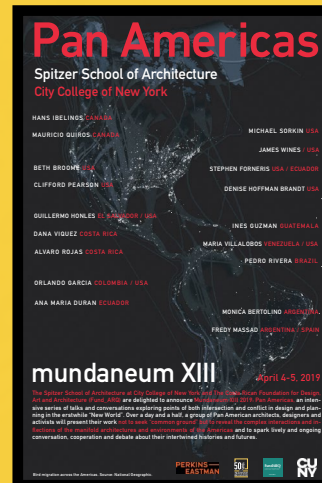
TWO YEARS *IN* *REVIEW*



**2019
SPRING
SCIAME
LECTURE
SERIES**



**RISING
URBANISTS
MLA
CONFERENCE**



**PAN
AMERICAS
2019**



**M.ARCH
ALUMNI
TALKS
2019**



**2019 FALL
SCIAME
LECTURE
SERIES**

2019



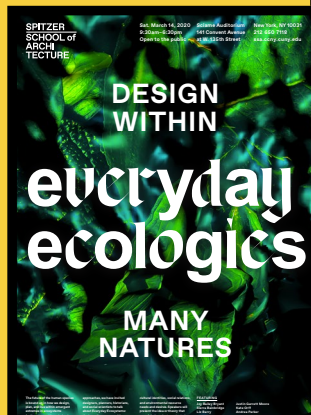
BREAKING GROUND SERIES



**2020
SPRING
SCIAME
LECTURE
SERIES**



**EVERYDAY
ECOLOGIES
CONFERENCE**



LUNCH TIME LECTURES



ADVANCED STUDIO LOTTEY DAY



2020
FALL
SCIAME
LECTURE
SERIES



2020

THE MARSHALL BERMAN ARCHIVE

The Bernard and Anne Spitzer School of Architecture is proud to announce an archival tribute to the American philosopher, architectural scholar, and distinguished City College professor and lecturer Marshall Berman. Berman was passionate about paying tribute to the city and the boroughs in which he lived, Manhattan and the Bronx. His written works paid homage to urban environments as well as avidly critiquing those opposed to modern development. The decision to commemorate his dedication to public education was made by his wife, Shellie Sclan, who since 2021 has worked to locate and organize his coursework so that it may be donated to the college. This project has uncovered Marshall's treasures: syllabi, notes, and annotations that after categorization and cataloging will be included in the archive with many books that he used in his teaching. Professor Berman's teachings will leave a lasting legacy for those who admired him, and we are proud to be the institution that will preserve those memories for generations to come.

MICHAEL SORKIN READING ROOM



When Michael Sorkin, distinguished professor and director emeritus of the Graduate Urban Design Program at the Spitzer School, died of complications from COVID-19 on March 26, 2020, his colleague and dear friend Elisabetta Terragni, professor at Spitzer, reached out to Joan Copjec, Sorkin's wife, to express her condolences. The two women met and began to discuss what was to happen to Sorkin's architectural office in Tribeca where his beloved books, manuscripts, and architectural drawings were housed. The place where Michael worked also housed Terreform, his nonprofit publishing company."



"We were dealing with the very beginning of COVID, which was exceedingly problematic. My specialty is to work with mementos and to create museums about very difficult periods in history," said Terragni.

As the idea of the Sorkin Reading Room began to take shape, Copjec photographed contents of the shelves and of other materials. She and Terragni began to explore finding a new home for the library. "After getting permission from the School's administration, they packed all of the books into 150 boxes and had them delivered to the Spitzer School along with Sorkin's custom-built shelves. According to Copjec, "Michael was in the habit of annotating his books in the margins and adding fascinating quotes that convey the wide range of his thoughts, well beyond the conventional thinking of an architect. He was a polymath, adventurous in his thinking, and daring in casting architecture as a vehicle for social change."

Meanwhile, Terragni devoted herself to searching for the perfect space to locate the Sorkin library. She found it in a corner of the main architecture library.

"The area was known as the Visual Resources Library," she said. "It is located in a corner with beautiful light." The timing of the move was difficult. Mid-pandemic, a group of architecture students dedicated two days a week to the undertaking, joining Terragni and several other faculty members as well as library staff to catalog all the books.

"The unconventional cataloging process that we adopted perfectly matched Sorkin's order for the books on his shelves in the office," said Terragni. An Excel spreadsheet of the books became an essential document for Copjec because it provided an accounting of what the collection actually contained.

As the Reading Room formally opens in December 2022, a professional cataloguer is working to add the official Library of Congress imprimatur to the collection. As a tribute to Sorkin's own idea of mensa, which included inviting colleagues to lunch or dine with him after working together all day, there will be a 22.9-foot-long wooden table installed around which visitors and guests can gather. Dean Marta Gutman has pushed the project forward, and a graphic designer created displays for the Reading Room that express Sorkin's transformative ideas. The space will eventually host seminars and special events exploring Sorkin's legacy.



J MAX BOND CENTER FOR URBAN FUTURES

The J. Max Bond Center for Urban Futures within the Spitzer School under Director Shawn L. Rickenbacker, associate professor, has led several high-impact research and community service initiatives.

In 2019, the Center announced an award of competitive research funding provided by J.P. Morgan Chase Philanthropy for a two-year study focused on addressing affordable housing creation in Central and West Harlem. The research examined impacts of historical redlining practices on racial wealth disparities and homeownership and resulted in proposals to leverage residential development rights to increase the availability of affordable housing and enhance community participation. The initiative also introduced new partial property ownership models as a means of distributing equity, intended both to increase the amount of available housing stock as well as to augment the quality of existing affordable housing.

Another Bond Center initiative instituted in 2021 in partnership with the J.P. Morgan Chase Institute gathered a research team from three CCNY schools, the Grove School of Engineering, the Colin Powell School for Global Leadership, and the Center for Worker Education. The group is examining data on consumer spending to evaluate the impact of the Covid pandemic on consumer behavior. The research highlights the growing significance and public value of urban data. The academic and private corporate partnership is one of the first of its kind, facilitating collaborative research on urban and behavioral studies for public good. The Center's ongoing contributions to this work can be viewed in the report "Post-COVID Consumer Spending in New York City."

MASONRY COMPETITION: APT STUDENT DESIGN-BUILD COMPETITION, SPRING 2021



The Association for Preservation Technology (APT) sponsors an annual Student Design-Build Competition under the auspices of their Preservation Engineering Technical Committee. Entrants analyze and construct models of historic buildings and structures with an emphasis on the durability and maintenance of historic materials. In 2021, masonry arches were the theme of the three-phased competition. Professor Mohammad Bolhassani's Fall 2021 elective Masonry Structures competed and won third place.

A new team has been formed to participate in the APT 2022 competition. This year the students will study, build, and test a small model of one of the oldest timber-frame bridges in New York.

Studying and working remotely and in person, our students continued to innovate and learn during the pandemic.

SOCIAL PRACTICE THROUGH “BUILDING CULTURE”



Pedro Cruz Cruz MArch '22 embraced social practice within his architecture studies through the “Building Culture” unit his final two years. He was also selected to work on an aligned project in Queens as one of CCNY’s first-ever NYC Community Planning Fellows during the 2021-22 academic year. Separately, in summer 2021, he and a number of classmates traveled to Tapachula, Mexico, to design and build an open-air theater to support locals and migrants. Since graduation, he has been working at Marvel and as an adjunct at the Spitzer School.

Why did you choose to study at Spitzer?

I was interested in learning about resilience and community building while targeting social issues through inclusive building practices. I experienced firsthand the devastation of Hurricane Maria in 2017 in my homeland of Puerto Rico. The social inequity became visible on the island afterwards.

Spitzer took a stand in the fight for sustainable and social change. I looked for a place that celebrated culture, and the work of students and research techniques were a big part of that celebration. Coming from a strong Latinx/Hispanic background, this was important to me.

How did the Spitzer curriculum prepare you best for your career as a young professional in the field?

The curriculum provided an array of disciplines and techniques to encourage an interdisciplinary approach to architecture. I’ve become confident in a set of skills that address many professional and social challenges through urban design, planning, anthropology, and landscape design. Architecture is not just about the built environment, but rather the architecture of relationships tied to people, policy, rights, and even politics.

THE MOVEMENT FOR SUSTAINABILITY



Jeana Fletcher MLA '22 has been guided by the movement for a sustainable future in the city that meets the needs of communities. Jeana served as treasurer of the landscape architecture student club, ASLAS. She contributed to the journal PLOT, served on the school’s JEDI committee, and was a member of the first cohort of Hollander Design Fellows. Jeana moderated an ASLA-NY panel on Black equity in landscape architecture and, like Pedro (above), was one of CCNY’s first-ever NYC Community Planning Fellows. She was named a CCNY Great Grad and worked with the Science + Resilience Institute at Jamaica Bay in summer 2022.

Why did you choose to study at Spitzer?

Spitzer’s MLA curriculum spoke to the environmental and social implications of the built environment that I wanted to engage in. I am glad to be a part of a community that is tied to a larger network of NYC collaborators.

How did the Spitzer curriculum prepare you best for your career as a young professional in the field?

Spitzer’s curriculum prepared me to work through proposals with a curious and critical lens.

ACCESSIBILITY, EQUITY AND INCLUSION

Caroline Ho B Arch '22 was one of the founding members of the JEDI Committee. Previously, in 2019, she was second-year student chosen by faculty as the Best Bachelor of Architecture Student for the New York Society of Architects, and she also received the Carol J. Weissman Kurth Women in Architecture Scholarship.

“A space that accommodates all bodies, not just all peoples because people experience spaces very differently.”



Why did you choose to study at Spitzer?

Caroline, who has muscular dystrophy, said accessibility has always been a major influence on her decisions. The Spitzer School had programs that welcomed her and provided accessible transportation systems for students like her who need to use devices for mobile aid. One of her primary motivations as an architecture student is to advocate for spatial justice, which, for her, can be achieved through collaboration with the JEDI Committee.

How did the Spitzer curriculum prepare you best for your career as a young professional in the field?

Caroline prioritized classes that analyze equity and inclusion in all spaces, because for her, spatial justice is accomplished through “a space that accommodates all bodies, not just all peoples because people experience spaces very differently.”

One of the most exciting moments for architecture students is showcasing their project boards for reviews out in the hallways of the Spitzer building. This experience can be difficult for students who use mobility-assistance devices. She developed a system of extendable pin-up boards allowing all students to participate in the feeling of hanging up their own work to share with their fellow classmates.

ARCHITECTURE FOSTERS CONNECTIONS BETWEEN PEOPLE AND PLACE

“I was drawn to the interdisciplinary nature of architecture, from the creative ingenuity of art to the practicality of engineering. I quickly learned how much more it entails beyond simply the design of buildings.”



A member of CCNY’s Macaulay Honors College, **Isabella Joseph B Arch '20** graduated summa cum laude with a 3.94 GPA, and she was also named as the college’s first salutatorian from the Spitzer School. She minored in anthropology. Born of Indian immigrant parents in upstate New York, Joseph was a Macaulay Honors standout. She made the Dean’s list every year at City College. Joseph worked for the J. Max Bond Center for Urban Futures, the Spitzer School’s applied research center, and was part of a team that developed mapping resources for Community Boards 9 and 10 in response to COVID-19. She gained valuable experience as an architectural intern at the global firm Kohn Pedersen Fox (KPF) Associates collaborating with its design team on the Changi Airport Terminal 5 project in Singapore.

JEDI COMMITTEE

Upholding the ideal of diversity requires appreciating those from all cultures and recognizing those who are physically disabled as well as those who are neurodiverse. The Bernard and Anne Spitzer School of Architecture is committed to the inclusivity of all students in our school, and we value the importance of honest discourse with our student body. Toward this end, the Spitzer community has collaborated to formalize its commitment to the discussion and advancement of diversity. In Spring 2021, students, faculty, and staff created a committee that focuses on Justice, Equality, Diversity and Inclusion, called JEDI. Dr. Michael Miller, recently named associate dean here at Spitzer, heads the committee.

The JEDI Committee members reflect the school's diversity. The Committee's mission is to examine what diversity actually means at Spitzer, to identify areas where improvement is needed, and to find ways to improve. One initiative they have introduced is the Hour SSA within each studio at the start of the semester, which provides an opportunity for students to agree on community norms and voice any grievances regarding issues of diversity in their design studios.

THE SPITZER SCHOOL OF ARCHITECTURE RACIAL EQUITY STATEMENT (MAY 2022)

This is a living document. It will change and evolve as the work and actions grow and develop.

MEMORY

In creating a Racial Equity Statement of Purpose (RESOP) we start by naming what we recognize both in our world and within our organization as having contributed to injustice and inequity.

As our nation continues to grapple with racism, sexism, and inequity, the Spitzer School of Architecture acknowledges its contribution to these conditions.

- We acknowledge that the Spitzer School of Architecture, grounded on the schist bedrock outcrop of Harlem, is situated upon the ancestral homeland and territory of the Munsee Lenape, Wappinger, and Wiechquaesgeck peoples.
- We recognize that perception—both our own and the public's—of the Spitzer School of Architecture, within the context of the City College of New York, comes from an inherited narrative of deficit in comparison to elitist institutions.
- We bear witness to the legacy of a static model of the architect's practice trajectory, which produces resistance to change in curriculum and school culture.
- We acknowledge that the professional and pedagogical norms of long hours and expensive productions in the professional disciplines of architecture, landscape architecture, and urban design have taken a human toll on many members of our community, comprising:
 - » Accrual of disproportionate advantages and rewards to those who come to our school with more personal and cultural resources and support. These advantages are normalized.
 - » An attendant lack of curiosity about cultural differences and new and unique perspectives, and a lack of acknowledgment of the lived, everyday realities of many members of our community.
 - » The glorification of overwork and compliance.
- We believe that all suffer, though some much more than others, from the consequences of patriarchal and misogynistic dynamics that manifest in strict hierarchies and microaggressive behaviors across identities.

OBLIGATIONS

The Spitzer School recognizes the obligation to repair harm, to disrupt inheritance, and to challenge the studio culture that operates from an inherited tradition of dominance and narrows the space for diversity and expressions of lived experience.

We believe that:

- As a public institution of higher learning, we are obliged and committed to the ongoing acknowledgment of the values of all people and their contributions toward the creation and stewardship of the built environment. This acknowledgment willingly commits us to the ongoing examination of the historical injustices of design, related to systemic racism, classism, and sexism, as a necessary form of knowledge. And we remain invested in the pursuit and dissemination of this and other forms of knowledge in an effort to create a just and inclusive society.
- It is our obligation to address the human role in creating, correcting, and sustaining the built environment through the disciplines of architecture, landscape architecture, urban design, and sustainability. We will do this by embracing diversity, equity, and inclusion, conditions we believe are absolutely necessary in the creative process. By doing this, we enable better outcomes in our cities and our world.
- We are obliged to interrogate and change the historical canon of design pedagogy to become more inclusive, more diverse, and thereby more informative and more powerful. Through public exchanges, work in the classroom, and work in our communities we commit to demonstrate our collective values and foster ongoing dialogue and meaningful experiences.
- By committing to these obligations, we will bring greater representation of BIPOC communities to the roles of global leadership and expertise in the disciplines of architecture, landscape architecture, urban design, policy, and sustainability.
- In the pursuit of the Spitzer mission, below, we look to the diverse voices of the past, present, and the future. They have guided us and will continue to guide us in constantly reevaluating the obligations laid out here and charting an enlightened path forward.

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."

ACTIONS

The Spitzer School is committed to embracing our standing as a public school of architecture with a broad intersectional community that embodies many voices and perspectives. These many experiences and perspectives collected in our community are a strength.

Moving forward, we commit to:

- Develop, maintain, and execute Racial Equity Action Plan.
- Maintain a JEDI (justice, equity, diversity, and inclusion) committee to support the ongoing racial equity action items, including keeping this Racial Equity Statement of Purpose current and relevant.
- Direct resources and energy toward attracting and retaining an engaged and increasingly diverse faculty and staff of color, reflecting the identities and experiences of our highly heterogeneous student body.
- Implement specific processes to examine and revise our program curricula to transform away from the harms related to the centering of a single implied white, cisgendered, male, able-bodied, privileged subject of architecture.
- Advance models of instruction and design pedagogy that are centered in students' lived experiences; that are diverse, multi-lingual, and multicultural; that accommodate diversity of thought; that make space for open-ended conversation; and that de-center the western tradition and celebrate historically marginalized discourses.
- Implement a more active and safer forum for student response to and assessment of program curricula and pedagogy.
- Implement a more active and safer forum for faculty to discuss and assess issues of racial equity and diversity in relationship to program curricula and pedagogy.
- Implement mid-semester check-ins/ assessment sessions with students to field concerns and comments on course curricula and format.
- Advance new models of mentorship to foster success in school and in practice.

FUTURE

The Spitzer School envisions a world in which:

- We pioneer new models of instruction in design that are student-centered; drawn from student experiences; that honor diverse, multi-lingual, multicultural perspectives; and that decenter western tradition and pedagogy.
- We advance new models of mentoring and design thinking from the academy to the profession.
- Our students, alumni, faculty, and staff experience transformative success and fulfillment in the classroom and/or in practice.
- We embody the idea that architecture is a central and essential component of a more just, peaceable, and humane world.

ZIHAO ZHANG, ASSISTANT PROFESSOR, LANDSCAPE ARCHITECTURE

**Growing Urban Food with Robotics**

Zihao Zhang, assistant professor, landscape architecture, is the PI of the winning team of the CUNY 2022 Interdisciplinary Research Grant for the project Growing Urban Food with Robotics. His team includes Christian Volkmann, associate professor of architecture; Zhigang Zhu, Computer Engineering, Computer Vision and Machine Learning; and Hunter College's Susan L. Epstein, Computer Science, Robotics and AI. Zhang is passionate about his work with the Solar RoofPod Urban Garden atop the Spitzer School. The garden, tended by the CCNY Green student club, cultivates 1,000 pounds per year of produce on raised beds for Benny's Pantry, which distributes it to members of the CCNY community who are in need.

The Solar RoofPod and Harlem Garden for Urban Food was started by Professor Christian Volkmann about 10 years ago. When Zhang learned about this ongoing effort after joining the Spitzer School in fall of 2021, he began to speculate about using innovative robotics to cultivate food in urban ecosystems. They found a company in California that produces a robot called FarmBot. Its advanced hardware and software enable it to seed, weed, water, and monitor the plants in the garden automatically.

The Problem of Food Insecurity

There is an urban-rural divide in the global food chain. Food is grown rurally and must be transported to urban areas for consumption. This kind of industrialized farming contributes to climate change, promotes a lack of diversity in produce, and is harmful to the ecosystem. At the height of the Covid-19 pandemic, urban markets had a shortage of food. Meanwhile, rural farmers, some planting only one crop (monoculture), couldn't get their produce to market rapidly enough to prevent spoilage.

"As designers, our approach to pushing our research forward started with reframing the problem rather than solving it...We began by studying urban gardens in New York City and reframing the problem of production to see how these gardens could be designed to greatly increase production by using new tools. Our group began to conceptualize a new kind of food production in cities."



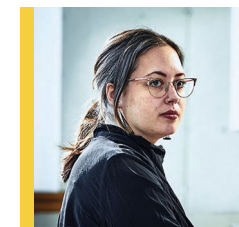
"According to a recent study, more than 50 million people, including 17 million children, experienced food insecurity in 2020 in the U.S. This pandemic is revealing a long-term dysfunction of the current urban food system and exposed complex food insecurity in U.S. cities," said Zhang.

A New Kind of Urban Food Production and Ecological Research

For the roof garden on top of the Spitzer School roof, a meadow space in front of the school, and the Urban Gardens community garden on the north side of the school, Zhang and his colleagues began to consider what a robotic infrastructure could add to food cultivation on a larger scale, so that a true urban farming installation could eventually become part of the urban ecosystem.

The group plans to install two FarmBots to create a robotic urban ecosystem. The robots' tasks will include polyculture planting and year-round planting and harvesting. Zhang met earlier this year with a team at UC Berkeley where the promise of agricultural robotics is already under exploration. A greenhouse could be built to grow plants during colder months. Zhang's team will work with the landscape architecture student club (ASLA) to test growing various meadow species as a way of ascertaining which are best suited to the urban environment.

ELIANA DOTAN, ADJUNCT LECTURER AND PRINCIPAL, ALWAYS ALREADY, NEW YORK



The 2021-22 school year was Eliana Dotan's second time running an advanced studio series at the Spitzer School titled "Nesting Typologies." The series explores uses for obsolete building types, such as convention centers and office parks, by nesting new uses informed by vernacular and industrial typologies within them.

Nesting Typologies Repurposes Obsolete Structures for a Future Imagined with Care

The first iteration of the project, carried out virtually, commenced in Spring 2021. Students analyzed and documented five major convention centers and six vernacular housing types that they compiled into the first volume of what will be a series of "Nesting Typologies Handbooks."

The students' research showed how sustainable living environments could be radically reconceived to nest comfortably within the larger buildings. The spaces could provide housing, work space, children's facilities, and other basic services that fill the critical housing needs of urban dwellers throughout the country. At the heart of the inquiry was the question, how can these combinations be generative, yielding more than the sum of their parts?

Nesting Typologies II: Factories for a Broken World

In the second iteration of the series, "Nesting Typologies II: Factories for a Broken World," students investigated how to convert obsolete suburban and rural office parks into manufacturing facilities. According to Dotan, "a staggering near 20 percent of all suburban office space in the U.S. is in some state of obsolescence. Meanwhile the rapidly increasing costs of overseas and domestic shipping is creating an incentive for companies to localize their manufacturing." Students continued work on the Nesting Typologies Handbook, cataloguing the components of a vacant former IBM campus in Kingston, NY. They conducted an in-depth forensic study and documented the constituent components of the building. The handbook analyzes the logistics, processes, and spatial requirements of several different types of manufacturing plants across sectors.

A number of possible manufacturing concepts emerged. One of the more radical of these includes growing and harvesting mycelium, the root-like structure of fungi, for use in producing packaging, building materials, and food in the former IBM site. Other concepts include teaching communities to repair their own electronic devices by manufacturing parts and creating a repair infrastructure as envisioned by the Right-to-Repair Act; cultivating indoor vertical farming and processing of biomass as an energy source; and glass manufacturing for artisanal and architectural uses. Nesting Typologies II was published in Summer 2022.



Professor Catherine Seavitt Nordenson is director of the Master of Landscape Architecture Program.

ASLA Fellowship Honors Bestowed

Seavitt Nordenson is one of thirty-five members of the American Society of Landscape Architects (ASLA) across the nation who were recently elected as Fellows in recognition of their exceptional contributions to the landscape architecture profession and to society at large. She and the other new Fellows were elevated to the ASLA Council of Fellows during a special investiture ceremony in November 2021 at the annual ASLA National Conference in Nashville, Tennessee. Fellowship is among the highest honors the ASLA bestows on its members and is based on their work, leadership, knowledge, and service. Seavitt Nordenson was proud to receive this honor. It was, she said “an opportunity for change, to continue to improve and advance the profession through our work in the academy by educating a new, diverse cohort of students and future professionals.”

Public Landscapes and Dictatorship

Seavitt Nordenson also received the inaugural 2021 On the Brink Book Award from the University of New Mexico School of Architecture + Planning for her historical study *Depositions: Roberto Burle Marx and Public Landscapes under Dictatorship* (University of Texas Press, 2018). Roberto Burle Marx is the most well-known modernist landscape architect in all of South America. His body of landscape work in the public realm of Brazil is well known. Less known is his parallel political role as a cultural advisor and environmental activist during the darkest period of the military dictatorship in the late 1960s and early 1970s. The University of New Mexico launched this new award in honor of the landscape writer J.B. Jackson (1909–1996). In announcing the award, the

“Landscape architects can do much more than make gardens; they can actually be agents of change.”

University of New Mexico distinguished Seavitt Nordenson’s book for its discussion of “profound societal and cultural change, similar to the contemporary issues we face, like the pandemic and our political situation. The volume is decentered from the West, and it contextualizes design as heritage.”

Landscape Architects as Agents of Change

Like Burle Marx, Seavitt Nordenson views landscape architecture as environmental activism.

“Landscape architects can do much more than make gardens; they can actually be agents of change. You see the specter of climate change in his writing. He’s sounding the alarm about the extinction of hardwood trees and rare flora, but also about nonhuman biota, the insects and the birds. And we start to see him really taking this ecological modernist position about conservation and preservation that has not been advanced before, in the face of this oppressive regime,” she said.

Moving Forward

Seavitt Nordenson hosted a site visit from the Landscape Architectural Accreditation Board’s evaluating team in March 2022. With help from current students, she developed an extraordinary exhibition of the program’s student work from the past seven years.

The four-day visit of the Board was a success, with City College’s own president Vincent Boudreau stating, “The Master of Landscape Architecture Program is an extraordinary jewel-box of a program.”



“I am an experimentalist, and I used to do a lot of concrete masonry work when I was on the faculty at Bucknell University, in Civil Engineering. But here at Spitzer I discovered students who built small-scale forms and experimented with different materials.”

Mohammad Bolhassani is responsible for a new accomplishment at the Spitzer School—the creation of a Masonry Lab.

Assistant Professor Mohammad Bolhassani, who joined the Spitzer School in Fall 2019, is responsible for a new accomplishment at the Spitzer School: the creation of a Masonry Lab.

He described this project by saying, “I am an experimentalist. Here at Spitzer, I discovered students who built small-scale forms and experimented with different materials.” One of his students, Ahmed Helal, tested the viability of one of Leonardo da Vinci’s sketches for what would have been the longest bridge in the world in the 1500s, a bridge spanning the Bosphorus. The Ottoman sultan rejected the bridge as being “too risky.”

“Trash for Cash”

At the time the project commenced, said Bolhassani, all the available workspaces at Spitzer were indoors. “Suddenly I realized that at the back of the building, there was a concrete shed that has a very nice platform in front. There was a power generator and transformers, tanks of gasoline. The generator generated power for the whole building, but had not been used since 2003 or 2004.”

Bolhassani arranged for the sale of the transformers and the copper cables. All told they made \$15,000 in selling the “trash” in the shed.

Masonry Education and Research Center

In Fall 2021, Bolhassani proposed the creation of a masonry education and research center. To work toward this goal, he developed a course called Masonry Structures. The first project was to design a roof for the shed. Bolhassani hopes to obtain the necessary agreement from CCNY, CUNY, and from New York City for the façade and roof of the building. “There are some companies already interested in donating material, such as special terracotta tiles and other materials. We have some tiles donated from Boston Valley Terracotta in Boston. Once we have the roof, we can start turning the space into the lab,” said Bolhassani.

For the past two years, the Masonry Structures students have participated in a competition sponsored by the Association for Preservation Technology (APT), an annual Student Design-Build Competition under the auspices of their Preservation Engineering Technical Committee. The competition encourages undergraduate students to explore the architecture of historical buildings. In 2021, the team of four students from the Masonry Structures class submitted a model of the arch bridge—which ultimately became the choice of the class for the roof of the Masonry Center – to the APT prize competition. Their entry won third place.

They used the tile arch system constructed by the Guastavino Company to create a vaulted arch consisting of layers of terracotta tiles arranged in a herringbone pattern and sealed with specialized plaster and cement.

The competition is rigorous: The specifications package for the three phases contains detailed instructions and technical descriptions that weigh how successfully students solve presentation problems (Phase 1) and carry out a timed build of their structures (Phase 2). This daunting task was followed by a load test (Phase 3). The Spitzer team’s winning tile arch system was inspired by a geometrical form depicted in Leonardo da Vinci’s visionary sketches for a double-arch bridge over the Bosphorus connecting Istanbul and Galata.

The “Tile Arch System” that the students put in their winning design for the new roof was devised by the famous Guastavino father-and-son team whose vaulted arches consist of layers of terracotta tiles arranged in a herringbone pattern and sealed with specialized cement. The Guastavino tiles can be seen in over 250 locations around New York City, including the Oyster Bar in Grand Central Station and the old City Hall subway station on the No. 6 subway line.

The competition and all the activities leading up to it including fundraising, coursework and creating models, reaffirm the importance of historical preservation and “building a very beautiful structure as a landmark” said Bolhassani.

At the core of our mission, this school is a community, joining forces and knowledge and providing a healthy learning environment for our scholars.



Hannah Borgeson | Director of Graduate Affairs

Director of Graduate Affairs Hannah Borgeson has provided administrative leadership for our graduate programs in architecture, landscape architecture, and urban design since 2014. Her position encompasses admissions recruitment and processing, enrollment management, academic advising, and professional development. She has led efforts to streamline the application process and reduce barriers to entry, resulting in increased enrollment and student diversity. Borgeson previously directed customer service, registration, and communications for nonprofit sports organizations that took advantage of the built environment, including the New York City Marathon.

Borgeson has a master's degree in history from City College and an MS Ed in higher education administration from Baruch College.



Dr. Michael Miller | Associate Dean

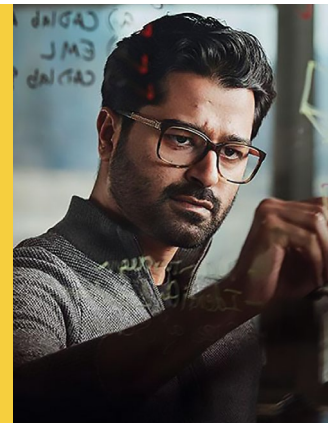
Michael Miller holds a BFA from New York University's Tisch School of the Arts, an MPA from Baruch College, and a doctorate in Leadership and Innovation from New York University's Steinhardt School of Culture, Education, and Human Development.

Miller is an experienced administrator and leader with 20 years of experience in the arts and higher education in both public and private institutions. His work centers around holistically serving faculty, staff, and student needs, through a focus on mission-driven strategies, support, and alignment of systems. He is trained as a Sustained Dialogue facilitator and currently chairs the Spitzer JEDI (Justice, Equity, Diversity, and Inclusion) Committee. In addition to his committee work at Spitzer, Miller chairs the CCNY Staff Council Formation committee (much of which centers around his doctoral work and research), and serves on the CCNY Commencement, Valedictorian, Sustainability, and Student Success committees.



Camille Hall | Director of Finance and Administration

Camille Hall is Director of Finance and Administration. Previously Hall worked as the Program Administrator for the City Technology Project, sponsored by several NSF-sponsored grants, under the auspices of two faculty members in the School of Education and the Department of Mechanical Engineering. Hall works with the Dean on budgeting and establishing reliable and accurate accounting and financial procedures that will enable efficient planning and use of resources contributing toward effective implementation of project activities. Hall is trained as a Sustained Dialogue facilitator and is an active member of the Spitzer JEDI (Justice, Equity, Diversity and Inclusion) Committee. Additionally, Hall handles all of the paperwork for all Spitzer search committees. She holds a BA and MA in history, specializing in Holocaust studies, from City College.



Muhammad Ahmad | IT Support

A graduate of City College's Colin Powell School, Muhammad Ahmad has been working in the Office of Information Technology since 2010. During this time, he has provided IT support for numerous departments and schools on campus including deans, presidents, vice presidents, and provosts.

"I took the helm of IT services as the Director of Information Technology at the Spitzer School of Architecture in 2018. Technology does not lead to change; it enables it. I am currently in a position where I actively pursue projects that directly benefit the Spitzer community and tackle technology issues that I faced as a student. As a public servant and a leader in my profession, I strive to make technology and education more accessible than it currently is," said Ahmad.



Nilda Sanchez-Rodriguez
Chief Architecture Librarian

Throughout her 23-year experience at the City College of New York Architecture Library, Nilda Sanchez-Rodriguez has worked in various capacities: from support staff to Substitute Librarian to Associate Professor/Chief Architecture Librarian. Joining the library department as a City University of New York (CUNY) Office Assistant in 1999 opened grand opportunities for growth and development for her and is the fundamental reason she chose to become an Academic Librarian within CUNY.

As Chief Architecture Librarian, Sanchez is unit chief, administrator, supervisor, and professor with a passion for teaching, learning and building a strong commitment to the mission and core values of CCNY and CUNY. Sanchez comments, "I work collaboratively with the Spitzer School of Architecture to ensure our library is responsive and supportive to the needs of a continuously changing curriculum and student body. As librarian and facilitator, I am committed to enhancing the reciprocal synergy between library services, teaching, and active learning. I facilitate student learning through various types of instruction.

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IMAN ANSARI- MELTING INTO AIR



Iman Ansari (B Arch '08) Delivers First Spitzer Alumni Lecture

Iman Ansari B Arch '08 delivered the First Annual Spitzer Alumni Lecture at the Spitzer School, "Melting into Air," on March 17, 2022, as part of the 2022 Sciame Lecture Series, themed "Radical Black Space."

His talk is available at: www.cuny.cuny.edu/calendar/spring-2022-sciame-lecture-series-melting-air-featuring-iman-ansari.

Professor Ansari also did a TEDx Talk recently about his work.

Ansari, an architectural historian, designer, and educator, is a principal of AN.ONYMOUS and Assistant Professor at the Ohio State University Knowlton School of Architecture. Ansari started his studies at City College, then went on to graduate studies at Harvard in architecture and urban design, and doctoral studies at U.C.L.A. They relocated to Los Angeles in 2014.

Ansari is fascinated with the relationship with architecture and medicine in the late 19th century. Toward the turn of the century, tuberculosis was seen as the driver of hospital and sanatorium designs. Architects paid little attention to aspects of design such as choice of colors, materials and design strategies. "Not much of the actual function and reason for those decisions was studied or carried through. That's why I'm interested in that history, and hoping that through my work, we revisit those projects and learn from them, especially now, since in the past two years we are dealing with a very similar situation with COVID-19," he said.

Inspiration from City College

Ansari was born in Iran and grew up in Europe and Southeast Asia. He moved to the United States when he was 18 with two dreams: to live in New York City, and to study architecture.

"Being at City College was not just an introduction to American culture, or a New York culture, but also a global and international culture. In the beginning, it was difficult for me to distinguish those from one another. At times I even found myself looking for America. But at some point, I realized that that's the most valuable thing about this place: that you simply cannot separate those socio-cultural identities and values. And that's what makes the City College an especially unique environment. And that socio-cultural diversity also instigates the diversity of ideas."

LESLIE EPPS (B ARCH'21), SPEAKS TO THE GRATIFICATION OF WORKING IN URBAN DESIGN



Leslie Epps B Arch '21 started working at WXY + architecture + urban design in July 2021. One of the most interesting aspects of her job is that she now can practice action in design by paying attention to the needs of clients. Epps describes her pathway through Spitzer and how her choices and opportunities for study helped her settle into this job two months after graduation.

"I'm very interested in urban design, and I didn't get a chance [to study this] as much as I would like because it wasn't my major. So, I wanted to break in somehow to adjacent studies. We had an urban design studio that I really liked. And I kind of pushed forward with that in my second year and throughout the rest of the time. I was able to have a fellowship in my second year that paid me to go to Madrid and work in a firm for two months," said Epps.

Rich Opportunities

In her second year at Spitzer, Epps started a new chapter of the National Organization of Minority Architects (NOMA).

Epps describes moving on to her last year at Spitzer, which she refers to as her thesis year, in terms of the depth of the study. "I was able to get into a class about Native American culture in the first semester, and it continued to the second semester. I was with the same professor, and mostly the same students for a year." The faculty maintain ties with diverse communities and often invite members of these communities in for discussions. "I got to talk to Native Americans about different issues that they're dealing with in a way that I couldn't before." Epps said that her team was able to ask what the community needed. "What do you want here? How can we help? How can we design things that you need?"

At WXY, Epps began working on major issues having to do with the New York City Housing Authority (NYCHA) on redesigning public spaces for people to actually socialize safely, continue work to make the grounds and buildings

more flood resilient (continuation of work since Sandy), and helping management respond better to the needs for better lighting and safety concerns of the residents. Epps lived in public housing in Harlem for a couple of months when she was a student at Spitzer. This made it much easier for her to understand the issues that needed major overhauling.

Moving Forward

"WXY + architecture + urban design is very open and encouraging toward the architects who work for them," said Epps. "They encourage their staff to share with each other about their work outside WXY and encourage them to pursue architecture licensure."

"I think [licensure] just opens a lot more opportunities. There are not a lot of Black women licensed. I definitely want to up that number if I can," she said.

MIGUELINA PORTORREAL EXPLORES WHAT SHE WANTS TO KNOW AND GOES FOR IT



Miguelina Portorreal MLA '21 celebrated her graduation remotely due to COVID. She has now moved to Sacramento, California, to work in communications for the Region 8 Pacific Northwest Office of the Fish & Wildlife Services. She learned through conversations with Hannah Borgeson of the Spitzer administration and from a few elective courses that landscape

architecture would give her the knowledge of how to put her energies to work to help sustain the physical land and support environmental justice and advocacy.

The Pathway Widens

During her time at Spitzer, Portorreal interned at the Bronx Botanical Gardens with the capital projects division.

Upon graduation, Portorreal found a full-time position with the Department of the Interior through the DFP, their Directorate Fellowship Program. She was hired as a public affairs specialist in the external affairs office at Region 8 Pacific Northwest. Working remotely initially, Portorreal has been writing for their regional newsletter and doing interviews and articles on National Wildlife Refuge System.

"The landscape architecture graduate program is unlike some other architecture programs because landscape architects at Spitzer come into the field with diverse backgrounds. I would say to current and future students, take that background you already have and see if there is a way for you to carve out a lane for yourself in which you feel genuinely comfortable and go for it," said Portorreal.

The Spitzer School of Architecture is sustained by its incredible body of support, including alumni. We are especially grateful for their generosity. Sustenance from our donors encourages students to create the innovative projects of which we are so proud. The tribute below is a commemoration to the donors who have made a tremendous impact on the innovative progress in our school and have lightened the financial burden for so many of our students.

The Spitzer School of Architecture and The City College of New York community thank you for your dedication to educational excellence.

The Castagna Architectural Scholarship Program

The generosity of our donors gives students opportunities that are essential to a City College education. The Bernard and Anne Spitzer School of Architecture deeply appreciates the funding of the Castagna Architectural Scholarship Program, which, since its initiation in 2016, has provided both B Arch and M Arch students with the financial resources to travel the world and experience new cultures as budding academic professionals. Each academic year, a selection of undergraduate and graduate students is chosen through a competitive application process considering their academic standing and financial need.

Through the donor's commitment to public education, our students have had the opportunity to travel to cities such as Berlin, Germany, and Barcelona, Spain. Unfortunately, in the years 2020-22 study abroad was suspended due to the pandemic. The funds originally intended for travel were redirected to provide added support to students during times of heightened financial, home, and food insecurity. The students of the Spitzer School were continuously supported by the generosity of the donors of the Castagna Architectural Scholarship Program.

The Masonry Center

Thanks to the financial support from the International Masonry Institute (IMI) for the 2021-2022 academic year we were able to prepare space for the Masonry Center at Spitzer. The Masonry Center is dedicated to the training and education of our future undergraduate and graduate students, and it will be integrated into the new Wet Lab at the Spitzer School of Architecture. With a close collaboration with the professionals from IMI, the Masonry Center will eventually include both a construction lab as well as a section designated for industrial robots doing masonry construction.

Along with the generous gift, IMI has also offered assistance in obtaining donations of masonry construction materials that support student learning and experiments in masonry construction at both the Spitzer School of Architecture as well as the broader college. IMI has also provided access to its digital

libraries and resources, as well as inviting those students who are involved with the center to no-cost classes, seminars, and conferences held by IMI. The masons at IMI have volunteered their time to demonstrate and facilitate hands-on activities for Spitzer students and masonry-related courses at The City College of New York. The generous associates from IMI have also planned to assist with future fundraising to support the Masonry Center, which includes connecting with masonry industries and communities who are interested in masonry education with The City College of New York.

HOLLANDERdesign Fellowship

At the Spitzer School of Architecture, faculty focus largely on the impact that we, as designers, have on ecological space and how important it is to communicate that responsibility to our students. Landscape architecture plays an essential role in connecting social justice to environmental design. This is why we are grateful for the recent collaboration between the Spitzer School and Hollander Design Landscape Architects with the Hollander Design Fellowship, established in 2020. Hollander Design is one of the few landscape architecture firms elected to Architectural Digest's AD100 Top Designers List and has offices in New York City, Sag Harbor, NY, and in Chicago.

The fellowship establishes a three-year award of \$4,000 each year to one Master's of Landscape Architecture student per cohort.

Catherine Seavitt Nordenson, professor and director of the graduate landscape architecture program, chairs a five-person selection committee composed of City College alumni.

"Our committee was hugely impressed by the sincerity of the applicants, the value each placed on their public education, and the confidence expressed in their potential to transform their communities as landscape architects," she said.

We are grateful for the firm's support of our program and of City College.



"These young designers are tomorrow's practitioners, who will improve our built environments and the way we engage with and understand one another through shared space and belonging. We are proud to invest in their careers and look forward to seeing how they use their diverse perspectives and lived experience to develop as architects and change makers."

-Katherine Antarikso, HOK Architect located in Philadelphia, member of the Diversity Advisory Council

HOK Diversity x Design Scholarship

The City College of New York is honored to have been chosen by the global design firm HOK for a new diversity scholarship. HOK's development of the Diversity x Design Fellows is a tribute to equity and inclusion. HOK has announced eight \$10,000 scholarships, underwritten by HOK U.S. regional practices, which apply to upper-level and graduate students enrolled in NAAB-accredited design programs. The eight geographically dispersed schools participating in the scholarship include historically black colleges and universities (HBCUs) and institutions like CCNY with a track record of educating BIPOC design students.

Spitzer's Gabriela Gonjon B Arch '21 was selected as one of the recipients of this scholarship. Gonjon was acknowledged for her outstanding achievements by not only the HOK Diversity Advisory Council, but also by the University Innovation Fellows by the Stanford d.school (Hasso Plattner Institute of Design) program.. She was chosen out of the 358 students from 96 higher education institutions in 16 countries that become agents of change by ensuring that their peers gain the knowledge, skills and attitudes required to compete in the economy of the future and make a positive impact on the world.

The FX Collaborative Scholarship Program

The Bernard and Anne Spitzer School of Architecture established the exciting new beginnings of a relationship with the Brooklyn-based architecture company, FXCollaborative for the first time in 2021. This organization is an American-architecture planning and interior design firm, whose belief is in "...the power of intelligence, intuition, and interconnection to design a better world." The FX Collaborative Foundation Diversity Scholarship is given to two students at the Spitzer School each calendar year, one first year student entering

their second year receiving a \$3,500 scholarship, and one fourth year entering their fifth who will receive a \$7,500 scholarship. The combination of both the scholarship, as well as a summer internship with FXCollaborative, is an opportunity that we are both indelibly grateful for as well as optimistic about because it will continue for generations of our architecture students.

Nada Elsayed, a recent graduate of Spitzer School was the fourth-year recipient of this scholarship for the Fall 2021 semester. Elsayed reflected on her experience as an intern with FX and the inclusivity of the project, commenting that she had the ability to contribute to the design phase of the development. Although she was at an entry level, she cherished the amount of engagement that she had with the project and the collaboration that she had with every member of the team, such as the senior architects, lighting designer and the engineers. Elsayed points out this importance of communication because to her, the artistic aspect of her career is evolutionary and amenable, whereas the ability to work as a team and convey the importance of the task and the project overall, is a skill that she deeply appreciates.

"The architectural projects are developmental and often speak for themselves, but learning how to advocate - for not only yourself - but for your project, is a skill that I refined as a student of CCNY, and one that I especially treasure," said Elsayed.

"The Spitzer School of Architecture and The Foundation for City College are deeply grateful for FX Collaborative's commitment to diversity and equal access to public education. Our campus is proud to have a partner that understands the importance of collaboration and that our students' experience is shaped by diverse views and backgrounds. The FX Collaborative Foundation 2021 CCNY Diversity Scholarship is propelling our students to live that experience through their creativity and leadership."

- Dee Dee Mozeleski, Senior Advisor to the President & Vice President & Executive Director, The Foundation for City College & Office of Institutional Advancement, Communications & External Relations



Our commitment to educational excellence is strongly supported by our community of donors, alumni and friends who contribute to the success of the mission of our school.

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The Bernard and Anne Spitzer School of Architecture continues to make every effort to ensure accuracy of our donation records. If you would like to request an update for a future issue of our report, or if you are interested in making a contribution to Spitzer School of Architecture, please feel free to contact Dean Marta Gutman at mgutman@ccny.cuny.edu.

THE BERNARD AND ANNE SPITZER SCHOOL OF ARCHITECTURE



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