Architecture Program Report (APR) – Two Programs

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials, to accreditation@naab.org. APR submissions must include at a minimum the PC/SC matrix and one-page faculty resumés.
- The APR template document must not be reformatted. Font size should not be less than size 10. Programs may add bullets, paragraphs headings, etc. to aid in the clarity of the narrative.
- The APR must not exceed 20 MB and 150 pages, excluding appendices.
- If more than one program is applying for a term of accreditation in this APR, each program must be described separately (see template for two programs).

Institution	
Name of Academic Unit	Bernard and Anne Spitzer School of Architecture at CCNY CUNY
Date of APR Submission	September, 2024
Track(s) Include all tracks offered by the program under the respective degree, including total number of credits required for completion. Examples of tracks: 150 semester undergraduate credit hours Undergraduate degree with architecture major + 60 graduate semester credit hours Undergraduate degree with non-architecture major + 90 graduate semester credit hours	 ☑ Bachelor of Architecture Track: 160 semester undergraduate credit hours (152 credits starting fall 2024) ☑ Master of Architecture Track: Undergraduate degree in any major + 108 graduate semester credit hours (90 credits starting fall 2024) ☐ Doctor of Architecture Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2017
Current Term of Accreditation (refer to most recent decision letter)	Continuing Accreditation (Eight-Year Term)
Program Director/Administrator Name, Title, Email	B.Arch: Sean Weiss, PhD Chair, sweiss@ccny.cuny.edu M.Arch: June Williamson, RA, Assoc. AIA Director of Graduate Programs in Architecture, jwilliamson@ccny.cuny.edu
Dean Name, Title, Email	Marta Gutman, PhD Dean, mgutman@ccny.cuny.edu
Provost/Chief Academic Officer Name, Title, Email	Tony Liss, PhD Provost, <u>tliss@ccny.cuny.edu</u>
President of the Institution Name, Title, Email	Vincent Boudreau, PhD President, vboudreau@ccny.cuny.edu
Individual Submitting the APR Name, Title, Email	Michael Miller, EdD Associate Dean, mmiller@ccny.cuny.edu
Individual to Whom Questions Should Be Directed Name, Title, Email	Sean Weiss, PhD Chair, sweiss@ccny.cuny.edu

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INTRODUCTION (limit 5 pages)

Progress Since the Previous Visit

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Responses which are applicable to both programs can be included as 'Overall' statements, with any information which is distinct to the respective programs included separately.

Program Response:

Overall

The 2017 VTR noted one unmet student performance criterion in the B.Arch and M.Arch programs: B.3 "Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations." The 2017 VTR states:

2017 Team Assessment: The team did not find sufficient evidence to indicate that this criterion is met at the ability level for both the B.Arch and M.Arch programs as required by the NAAB. The team requested additional evidence, which was provided by the school. The team was still unable to locate appropriate material.

B.Arch: In reviewing AES 24501 – Construction Technology 1 and ARCH 36101 – Core Studio 6 (Integration), the team found insufficient evidence that this criterion was met.

M.Arch.: In reviewing ARCH 62100 – Architecture Studio 1.2 and ARCH 73100 Architecture Studio 1.3, the team [found] insufficient evidence that this criterion was met.

Furthermore, this criterion remained unmet in the May 19, 2023, response to the Spitzer School's Five-Year Interim Progress Report. The response states:

After reviewing the Five-Year Interim Progress Report (IPR) submitted by City College of New York's Bachelor of Architecture (B.Arch.) program, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having corrected or demonstrated substantial progress toward addressing deficiencies identified in the most recent two-year Interim Progress Report. The report does not present evidence of substantial progress made in addressing the following:

•SPC B.3 Codes and Regulations: The course materials and student work samples submitted for the B. Arch program do not demonstrate satisfactory progress toward addressing the SPC B.3 Codes and Regulations deficiency for site and building accessibility. This criterion is still not met.

The same outcome was determined for the M.Arch program. The response states:

After reviewing the Five-Year Interim Progress Report (IPR) submitted by City College of New York's Master of Architecture (M.Arch.) program, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having corrected or demonstrated substantial progress toward addressing deficiencies identified in the most recent two-year Interim Progress Report. The report does not present evidence of substantial progress made in addressing the following:

• SPC B.3 Codes and Regulations: The course materials and student work samples submitted for the M. Arch program does not demonstrate satisfactory progress toward addressing the SPC B.3 Codes and Regulations deficiency for site and building accessibility. This criterion is still not met.

Although this student performance criterion from the NAAB's 2015 Procedures for Accreditation no longer exists nominally, the programs have given critical attention to addressing and incorporating within the program curricula the NAAB's Conditions for Accreditation 2020 Edition's SC.1 Health, Safety, and Welfare in the Built Environment and SC.3 Regulatory Context. An overview of these changes appears below and is detailed in the programs' responses to SC.1 and SC.3 in the APR.

B.Arch:

The B.Arch program has designed a blueprint for teaching a progressive, conceptual, and technical approach to Regulatory Context in the curriculum of the required courses in the program's first three years. In **ARCH 11100 Core Studio I** students are introduced to regulatory practice on a conceptual level. Students learn that building codes regulate life-safety and egress. Students demonstrate a preliminary ability to deploy them, not just as abstract rules, but as spatial protocols impacting the way we experience and understand space. This course has been explicitly reconceived to address Regulatory Context in a key assignment.

The next instances of Regulatory Context occur in the second year of the B.Arch curriculum and build foundational knowledge. The lecture class **ARCH 35302 Site Technology** addresses the theoretical basis for site planning and design in terms of cultural context and prototypical solutions, including the application of land use and zoning regulations to an urban infill site. In **ARCH 24501 Construction Technology I**, the first course of a three-semester construction technology sequence, students continue to gain foundational knowledge about life-safety, land use, and building codes demonstrating a salient aspect of the laws and regulations that applies to buildings and sites in the United States.

The ability to synthesize Regulatory Context is demonstrated in ARCH 36101 Core Studio 6, a course that has been reconceived principally to address SC.5.

Life-safety systems, formerly part of the "Codes and Regulations" rubric, are included in the current SC.1 Health, Safety, and Welfare in the Built Environment. Therefore, the course **ARCH 23000 Core Studio 3** has been recast to address this criterion through the design of a fire station. As part of this design project, students demonstrate the ability to address safety at the building scale in deliverables showing the ways that the building type programmatically facilitates human safety in the apparatus bay and dispatch center. Moreover, **ARCH 36501 Construction Technology 3**, the third course in the building technology sequence, teaches the basics of fire safety and protection systems within buildings.

These approaches and changes to the current SC.1 and SC.3 are described in more detail in the respective sections below.

M.Arch:

The M.Arch program is a three-year course of study, not a five-year program, and as such it takes a reiterative and layered approach to Regulatory Context in the curriculum of the required courses in the program. Regulatory Context is introduced in the first year of the curriculum to build foundational knowledge and skills.

Beginning in the first semester, the lecture class **ARCH 73500 Site Design** addresses the theoretical basis for site planning and design in terms of cultural context and prototypical solutions, including the application of land use and zoning regulations to an urban infill site. In **ARCH 62301 Materials of Construction, Small**, the first course of a three-semester construction technology sequence, students gain foundational knowledge about life safety and

building code regulations at the level of building systems and assemblies, demonstrating aspects of the laws and regulations that apply to buildings and sites in the United States.

ARCH 62100: Architecture Studio 1.2 introduces students to designing to meet US accessibility requirements and standards at the site and building scales within small-sized (5000 sf. ft.) building design projects. In **ARCH 61301 Materials of Construction, Large,** the second course of the three-semester construction technology sequence, the fundamental principles of building codes are further elaborated for students, particularly with respect to life safety (fire-rated wall assemblies, etc.). Particular attention is also paid to understanding the design and dimensioning of stairs and accessible ramps.

The ability to synthesize Regulatory Context is demonstrated in **ARCH 73100**: **Architecture Studio 1.3**, a 9-credit "Studio + Research workshop" course taken in the fall of second year that has been marshalled to address SC.5.

Life-safety systems, formerly part of the "Codes and Regulations" rubric, are included in the current SC.1 Health, Safety, and Welfare in the Built Environment. ARCH 74501 Environmental Systems, the third course in the building technology sequence, teaches the basics of fire safety and protection systems within buildings. In ARCH 73401 Structures 2, students are expected to demonstrate their ability to understand how building structures are designed to withstand gravitational, seismic and lateral forces, contributing to life-safety.

The ability to integrate life-safety systems is demonstrated in **ARCH 74100**: **Architecture Studio 1.4**, the 9-credit "Studio + Research workshop" course taken in the spring of second year that has been marshalled to address SC.6.

These approaches and changes to the current SC.1 and SC.3 are described in more detail in the respective sections below.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

Program Response:

Overall

Given the change from NAAB's 2015 Procedures for Accreditation to NAAB's Conditions for Accreditation 2020 Edition since the last, 2017 visit, the new conditions have had to be thoroughly integrated into the curriculum along with more rigorous assessment processes.

A 2021-22 and 2022-23 curricular review and assessment process was undertaken of both B.Arch and M.Arch programs. Three key outcomes resulted from this process. First, curricular changes were made, as described below for each program. These changes officially go into effect in fall 2024 for new students. Throughout this report, we address and use as evidence the curriculum in place during the 2023-24 academic year, while pointing to updates starting in fall 2024.

A second outcome of the 2021-22 and 2022-23 curricular review and assessment process was to update the curriculum at the course level as well as to integrate the new PCs and SCs into syllabi and student learning outcomes. These efforts were completed by late spring 2023 for implementation at the start of the fall 2023 semester. During the process of implementation and ongoing assessment, the B.Arch and M.Arch programs continue refining the curriculum, as described in subsequent parts of the report.

The third outcome of the 2021-22 and 2022-23 curricular review and assessment process involved refining and expanding the assessment processes and practices of the B.Arch and M.Arch programs in ways that are described later in the APR.

B.Arch:

In the B.Arch program, the 2021-22 and 2022-23 curricular review and assessment process led to minor curricular changes, which will go into effect in fall 2024. First, the overall credits were reduced from 160 to 152. The reason for this was twofold. First, the reduction of credits helps students finish in a timely manner and at less cost. Students can sometimes exhaust federal and state scholarships in their fifth year in the program, especially when they hold an associate degree or started in another major. Second, an effort was made to create more opportunities for alignments with the M.Arch program, especially in non-studio courses in Construction Technology, Structures, and Survey of World Architecture. In some cases, students in both programs already share common lecture classes and are differentiated by recitation sections, syllabi, and assignments. Although not all these courses are shared, by ensuring that these courses run in the same sequential semesters, there is the possibility of creating greater synchronization as students in both programs often require the same foundational knowledge in these key parts of the curriculum.

Another result of the curricular review and assessment process was to update the B.Arch curriculum at the course level as well as to integrate the new PCs and SCs into syllabi and student learning outcomes. The Department Chair worked with area coordinators in technology and history/theory, studio coordinators, and individual faculty to make these revisions. For the core sequences in Construction Technology, Structures, and Survey of World Architecture the process was relatively straightforward given the more flexible nature of NAAB's *Conditions for Accreditation 2020 Edition*. The Core Studio sequence of the first three years of the B.Arch program maintained the central themes of each semester ("Craft," "Environment," "Cities," "Histories," "Assemblies," "Integration") although the content of the syllabi was adjusted to meet the new PCs and SCs. Full-time faculty members coordinating these studios led course content adjustments and updated syllabi to properly address these changes, in consultation with the Department Chair, the Curriculum Committee, and other faculty members.

M.Arch:

In the M.Arch program, the 2021-22 and 2022-23 curricular review and assessment process led to significant curricular changes that will go into effect in fall 2024. First, the overall credits were reduced from 108 to 90. This is accomplished by reducing each semester's credit load from 18 (the maximum allowable at CCNY) to 15, more in line with peer programs in architecture as well as with other graduate programs at the college. The reason for this was fourfold. First, the heavy credit load and corresponding contact time have proved burdensome for students, requiring them to spread their focus very thinly. Second, the reduction of credits helps students finish in a timely manner and at less cost, particularly for students who pay by the credit rather than by semester. Third, an effort was made to create more opportunities for alignment with the B.Arch program, especially in non-studio courses in Construction Technology, Structures, and Survey of World Architecture. In some cases, students in both programs already share common lecture classes and are differentiated by recitation sections, syllabi, and assignments. Although not all these courses are shared, by ensuring that these courses run in the same sequential semesters, there is the possibility of creating greater synchronization as students in both programs often require the same foundational knowledge in these key parts of the curriculum. Finally, the curricular changes provide the opportunity to codify evolutionary changes that have already occurred in the second- and third-year studios, including cross-program enrollment in the third year. The new curriculum enhances coordination and synergy opportunities with other studio-based graduate programs at the school.

The second result of the curricular review and assessment process was to update the M.Arch curriculum at the course level as well as to integrate the new PCs and SCs into syllabi and student learning outcomes. The Department Chair and the Director of Graduate Programs in Architecture worked with area coordinators in technology, history/theory, design and visualization, and individual faculty to make these revisions. For the core sequences in Construction Technology, Structures, and Survey of World Architecture the process was relatively straightforward given the more flexible nature of NAAB's *Conditions for Accreditation 2020 Edition*. The foundation year studios were refocused to reinforce basic knowledge and skills while the post-foundation year architecture Studios + Research workshop/seminars were adjusted to meet SC.5 and SC.6 while still advancing skills and abilities in design processes (PC.2) and architectural research (PC.5). The Program Director coordinated directly with the

faculty teams teaching each of these studios to prepare syllabi to properly address these changes, in consultation with the Department Chair, the Curriculum Committee, and other faculty members.

NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program. *Program must specify their delivery format (virtual/on-campus)*.

Program Response:

Institutional Context and Geographic Setting

The B.Arch and M.Arch programs are at the core of the Architecture Department, the sole academic unit within the **Bernard and Anne Spitzer School of Architecture (Spitzer)** at **The City College of New York (CCNY)**, one of eleven senior colleges within the vast **City University of New York (CUNY)**.

CUNY is the nation's largest urban public higher education system comprised of 25 campuses with more than 225,000 degree-seeking students. Over 15,000 of them pursue undergraduate and graduate degrees in seven schools and divisions at the City College of New York, the oldest campus in the system. CCNY is classified as an R2 university, driven by significant funded research, creativity, and scholarship. With a notably diverse study body, CCNY is officially recognized as a Hispanic-Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). CCNY is home to the prestigious CUNY Advanced Science Research Center and the CUNY Dominican Studies Institute, offers an Asian Studies major, boasts a newly reestablished Black Studies Department, and has a robust LGBTQ+ Student Center (est. 2021).

CCNY is located in West Harlem, Manhattan, New York on 37 contiguous acres stretching along Convent Avenue between W. 130th Street and W. 141st Street, with a small satellite campus downtown, the Center for Worker Education. It is a commuter school; students are drawn from diverse communities across the five boroughs of New York City, neighboring counties in New York State, and beyond. The *Princeton Review* named CCNY a Best Value College for 2024, and the *Wall Street Journal* has called CCNY "an engine to class mobility," with 65% of students receiving New York State Tuition Assistance Program (TAP) and Pell grants. CCNY is the #1 national university for economic return on educational investment, *Degree Choices* recently announced. Furthermore, reports from 2017 (by economist Raj Chetty) and 2020 (by the Brookings Institution) found that CUNY has helped more low-income students move up the socio-economic ladder than all the Ivy League colleges, as well as University of Chicago, MIT, Stanford, and Duke combined. According to CCNY Fast Facts, in 2021 a Brookings Institution study ranked CCNY third among four-year schools in the U.S. with the greatest success in lifting low-income students into the middle class.

Founded as the Free Academy in 1847 by Townsend Harris, CCNY aimed to provide free higher education to young men, in many cases immigrants or the children of the same. It became known in the 1930s as "Harvard of the Proletariat" for its academic rigor and inclusivity. It evolved into a coeducational institution by 1951. CCNY's landmarked Neo-Gothic campus, established in 1907 to a design by George B. Post, continues to symbolize its enduring legacy as a democratic educational experiment and achievement.

The Spitzer School of Architecture is sustained by the meaningful history of City College that its many constituencies—students, faculty, staff, alumni, the New York City and Harlem communities—carry on today. CCNY embodies its *founding legacy*, as the first urban and first public university in the U.S. It has an intellectual legacy of innovative teaching, cutting-edge research in the sciences, social sciences, engineering, and the humanities, Nobel

Prize winners, and notable faculty and alumni. It has an artistic legacy, with a prestigious art collection dating to the origin of the College, and an *architectural legacy*, embedded in its landmarked, historic campus in Harlem and the Spitzer School, the first public school of architecture in New York City. It has an ongoing *activist legacy*, from student anti-fascism in the 1930s to the Five Demands of 1969, resulting in open admissions, ethnic studies, and the creation of the Percy Ellis Sutton Search for Higher Education, Elevation, and Knowledge (SEEK) Program, which provides academic and financial support to qualifying students based on income and academic criteria. It has a legacy of upward mobility: today City College is affordable—most students graduate without debt—and it is arguably the most diverse campus in the country and ranks at the top nationally in student upward mobility. As a student said, "Come to CCNY if you don't have connections. They will set you up."

The compelling story of the City College of New York establishes the foundational promise and purpose of the Spitzer School. The Architecture Program was founded in 1961 as a small intra-departmental architecture program in the School of Engineering and later became an independent department. The School of Architecture and Environmental Studies was established with NAAB accreditation in 1969. An undergraduate program in Urban Landscape Architecture (which no longer exists) and a post-professional graduate program in Urban Design were added shortly thereafter. In 2009 it was renamed the Bernard and Anne Spitzer School of Architecture upon moving into the current building at 141 Convent Avenue. The building, originally constructed as the campus library in the 1950s, was extensively transformed by Rafael Viñoly Architects to be a 135,000 sq. ft. stand-alone home for the vibrant and growing architecture school community. Thanks to a generous \$25 million gift from the Spitzers, the school was able to establish a sizable endowment that enriches our activities in innumerable ways.

Currently, the Spitzer School of Architecture houses around 450 students in its Bachelor of Architecture; Bachelor of Science in Architecture; Bachelor of Arts in Urban Studies and the Built Environment; Master of Architecture; Master of Landscape Architecture; Master of Science in Architecture; Urban Design (Master of Urban Planning); and the affiliated (interdivisional) Master of Science in Sustainability in the Urban Environment programs. Inperson instruction, on the CCNY campus, is the primary mode of delivery for the undergraduate and graduate programs in architecture; a few courses, mostly electives, are offered in online or hybrid modalities.

More information on Spitzer's history may be found <u>here</u>.

<u>Influence of the program's mission and culture on pedagogy and impact on development</u>

The <u>Spitzer School Mission</u>, as follows, is inspired by the culture of the school and embedded in its pedagogy:

The Spitzer School of Architecture, the flagship public school of architecture in New York City, is committed to creating a just, sustainable, and imaginative future. Through innovative research and interdisciplinary collaboration, the distinguished faculty educate the diverse student body in degree programs in architecture, landscape architecture, urban design, urban studies, and urban sustainability. Students are invited to design, to build, and to dream; they weigh in on (and intend to solve) the crises of our time; they learn the fundamentals of the craft of the professions of architecture, landscape architecture, and urban design. As designers, builders, developers, public servants, leaders, and innovators, graduates of the Spitzer School reflect and enrich the complex communities in which they live, practice, and work; they become skilled, committed, and engaged professionals who advocate for a better city, a better country, and a better world.

The Spitzer School is sustained by the mission of the City College of New York, which has enabled working class, moderate income, and immigrant New Yorkers access to the American dream for more than 175 years. The Spitzer School acts in the spirit of City College's historic Ephebic Oath: "To transmit the city, not only not less, but greater, better, and more beautiful than it was transmitted to us."

The **Architecture Programs Mission** further refines these aspirations:

Our mission is to prepare students to design for the betterment of our shared global community. At the Bernard and Anne Spitzer School of Architecture, the flagship public school of architecture in New York

City, our professional B.Arch and M.Arch programs are shaped by the diversity of our students, the inventive research and teaching excellence of our faculty, and by multidisciplinary collaborations. We prepare students to become engaged designers and to apply an expansive set of skills to address pressing social, cultural, environmental, and professional challenges. With a rigorous foundation in the core competencies of building design, history, theory, and technologies, and with an emphasis on agile thinking, the Architecture programs aim to educate the next generation of innovators redefining the role of the architect in the twenty-first century.

The mission is our touchstone in shaping pedagogy in both professional architecture programs and the post-professional M.S. in Architecture program. To wit, Spitzer offers a rigorous foundation in core competencies, followed by advanced studios, research workshops, elective courses, and an array of enrichment activities that prepare students to be innovators and leaders, and to contribute to addressing the pressing needs of our community in Northern Manhattan, the city as a whole, and those of the diverse communities from which they come to us.

These missions inform our continual development toward: 1) growing and continuing to diversify our talented faculty to better reflect the lived experiences of our student body, which includes hiring our alumni to teach; 2) growing graduate programs and advancing graduate student recruitment, particularly from among CUNY and SUNY graduates; 3) adding more grant-funded activities and initiatives, such as the 2023-2026 \$1.5M Mellon Foundation award to support a multidisciplinary Place, Memory and Culture Incubator (PMCI) focused on community-based partnerships and projects in Harlem that engage built-environment design and the humanities through a social-justice lens.

Mission of the College and its Influence

The missions of Spitzer and the Architecture Programs are rooted in the mission and vision of CCNY, historically constructed as providing access to excellence for the working people of New York City.

Our Mission:

Since its founding in 1847, The City College of New York (CCNY) has been true to its legacy of access, opportunity, and transformation. CCNY is as diverse, dynamic, and boldly visionary as the city itself. CCNY advances knowledge and critical thinking, and fosters research, creativity, and innovation across academic, artistic, and professional disciplines. As a public institution with public purpose and a 175-year history, CCNY produces citizens who make an impact on the cultural, social, and economic vitality of New York, the nation, and the world.

Our Vision:

City College stands at the intersection of its historical past and promise for a vibrant future. Building on its strong foundation of unleashing potential, a City College education integrates knowledge with experience to nurture scholars, professionals, and leaders who are ready to meet the challenges of our contemporary society. CCNY will attract students who have a tenacious desire to learn, lead, and contribute to the greater good of society on their path to a successful future. CCNY graduates will be committed to supporting access to opportunity and mentorship for future generations of learners.

The CCNY mission and vision shape Spitzer's approach toward recruitment and admissions to both professional programs in architecture. All applicants to the B.Arch program submit drawn and written answers to a common "creative challenge" (rather than a portfolio) to lessen the influences of socio-economic advantages. In graduate recruitment, we make special effort to promote awareness among students in other divisions at CCNY and at other CUNY campuses of the potential for professional study with no prior academic or professional experience in the field. We seek applicants with "a tenacious desire to learn, lead, and contribute to the greater good."

The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in

university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

<u>Program's Role in and Relationship to its Academic Context and University Community</u>

Spitzer's two accredited programs in architecture constitute the core programs of the Spitzer School. Together 85% of the Architecture Department's students are enrolled in the professional programs in architecture and almost all the faculty teach in them.

The architecture programs sit within an extraordinary academic context, which are mutually beneficial. Spitzer is fortunate to be a division of CCNY, the oldest public college in the U.S. which is dedicated to access to excellence for the working people of New York City; this context is beneficial in that it is central to Spitzer's mission. In turn, CCNY is a division of CUNY, the largest urban public university in the U.S., and this academic context creates rich academic offerings, programs, and other resources across CUNY that are available to the architecture programs at no additional cost. In addition, CCNY is the STEM center of CUNY, facilitating collaboration with scientists, engineers, social scientists, and other researchers on campus.

The architecture programs accrue significant institutional benefits from the CCNY-CUNY context, availing themselves of centralized systems for managing student services including admissions and enrollment, budget and finance, IT, facilities and operations, library services, and so forth. One benefit stands out for architecture program students who are in-state residents: the relatively low cost of attendance to study architecture in New York City. Undergraduate students at Spitzer who are in-state residents pay the same low tuition as students in other divisions, regardless of the actual cost of instruction (this policy is set by the New York State legislature). Tuition and fees for graduate professional study at Spitzer are the lowest in the New York metropolitan area, and according to U.S. News and World Report Best Colleges, considerably lower than the national average for both instate and out-of-state students.

It is important to mention here that CCNY ascribes to shared governance, and while the particulars are described in detail below, this policy means that faculty and staff are engaged in school and college activities and initiatives. Fulltime faculty members are active in college-wide governance, with three elected to represent architecture on the Faculty Senate. Faculty and administrative staff also carry out committee assignments, including strategic planning; sit on college-wide search committees; and consult to the school's dean, provost, and president.

The dean serves with peers on the President's Cabinet, which meets monthly, and the Provost's College Review Committee, which meets regularly, and in both cases assists the president and the provost in college-wide policy formulation, considering and guiding operations of the institution, and approving personnel actions (Review Committee only). The dean also sits on the College Research Council, the Strategic Plan Steering Committee, and participates in many other CCNY and CUNY initiatives.

Benefits and participation

The Spitzer School enriches the CCNY community—indeed, the entire university—through its robust slate of public programs, funded research, and commitment to outreach, multidisciplinary relationships, general education course offerings for all CCNY students, and interdisciplinary research. Spitzer—the division, the department, and the accredited architecture programs—deliberately encourages collaboration with groups across campus and community partners. One example of how the program faculty participate in university-wide initiatives and leverage unique opportunities within the institution is that colleagues are co-Pl's on Energizing Equity via Climate Solidarity, the winning proposal for the College-Wide Research Vision, 2022-25, sponsored by Provost Tony Liss. Another example is CAPACIty (Career Awareness and Pathways at City College), a grant received from the US Department of Education Hispanic Serving Institutions program to advance internships, mentoring and professional development at Spitzer and two other divisions at City College from 2024 to 2029. As part of this program undergraduate architecture students designed and built a student center in the North Academic Center for the Humanities and Arts Division during the spring and summer of 2024.

Spitzer opens the doors of its up-to-date, stand-alone building to the public, hosting a public lecture series, ambitious exhibitions, conferences, and events with community partners. We enable public use of our facilities, including the Sciame Lecture Hall, Atrium Gallery, Architecture Library, roof amphitheater and terrace, and the J. Max Bond Center for Urban Futures. We also welcome the use of our facility by our CCNY colleagues.

The CCNY academic plan is tailored to serve undergraduate and graduate students who choose a professional education in architecture. To ensure architecture students benefit from this opportunity, at the program level, the Department Chair and the Director of Graduate Programs in Architecture work closely with Spitzer School staff, academic advisors, and the Dean; in turn, the Spitzer School dean works with the Provost, the chief academic officer of CCNY, to coordinate the needs of the programs at the college level. One exemplary outcome is that Spitzer students, in undergraduate and graduate architecture programs, enjoy high graduation and retention rates, among the highest at CCNY.

An undergraduate student declares a major in architecture on admission to CCNY, and in the first two years is counseled to fulfil CCNY general education requirements (44 credits, described in detail below), while also taking core courses in the architecture major. Several courses offered in the Architecture Department contribute towards fulfilling general education ("Pathways") requirements for undergraduate students in other divisions and majors. Faculty members teach courses in the college's introductory "Freshman Inquiry and Writing Seminar" (FIQWS), required of all first-year undergraduates, which focuses on reading, research and writing on a single topical area. Teamed with a faculty member specializing in writing instruction, architecture faculty have led semester-long courses on architecture and the city, architecture and open spaces, and environmental justice.

B.Arch students may choose from an excellent roster of courses from departments across the college to fulfill their general education requirements. Several students each year are concurrently enrolled in the CCNY Honors Program or accepted into CUNY's prestigious Macaulay Honors College, which provides a full tuition scholarship and a host of other benefits. Students graduate with a dual degree from Macaulay and their home campus.

With their program director's approval, graduate students may take all their courses at Spitzer or may choose to fulfill an elective or credits for a waived course with an offering outside the department, elsewhere within CCNY or, in some cases, at another CUNY campus including at the CUNY Graduate Center, which houses most CUNY doctoral programs.

Programs' multidisciplinary relationships

The dedication to multidisciplinary inquiry begins at the department level, which includes degree programs and faculty in urban studies, landscape architecture, urban design, and sustainability in the urban environment. In addition, faculty members with doctoral degrees in architectural history teach and advise graduate students at the CUNY Graduate Center, and those with research degrees in building science and structural engineering collaborate with faculty and students at the CCNY Grove School of Engineering and elsewhere across the university.

Another example of the programs' multidisciplinary nature is that undergraduate students in architecture can elect to declare a second major or minor in a program offered by another division; Art (Humanities and Arts) and Community Studies (Colin Powell School) are popular choices. Integrating degree requirements for a second major or minor requires careful planning and counseling, and Spitzer advisors are key to advancing student success, an example of the "high-touch advising" for which the Spitzer School is known.

B.Arch students have to option to pursue a concentration, using their architecture elective credits, in either Architectural History and Theory or Architectural Technology and Sustainability.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

A great strength of the architecture programs at Spitzer is our diverse and tenacious student body, followed closely by the great advantage of being in New York City, with its extensive inventory of architecture and storied institutions, its broad and supportive community of professionals (many of whom are alumni), and numerous, frequent visitors from around the country and the world. Civic engagement, community partnerships, and handson learning are critical to our pedagogy. From studios that focus on a specific New York City neighborhood, to projects in partnership with city government agencies, to design-build projects on campus, our students and faculty are constantly expanding their experience and knowledge both inside and outside the classroom. As explained in more detail below, architecture students learn that site documentation, recording, and analysis are key components of design. Undergraduate and graduate students take field trips to visit sites in New York City and nearby communities; studio-based travel is a key component of the graduate program in architecture, bringing students not only to sites in the metropolitan area but to places beyond them, recently including Puerto Rico, Chicago, and Austin.

B.Arch and M.Arch students make up the largest chapter of AIAS in the northeast region. Other highly active student clubs include NOMAS CCNY, CCNY Green, and the Graduate Architecture Club (GArC); these each support student learning and professional experience while supporting students' unique identities within the profession as well as academia.

Additionally, we have active student mentoring relationships with the CCNY Architecture Alumni Group, the Architectural League of New York, the Professional Women in Construction New York Chapter, WX New York Women in Real Estate, and the Build Out Alliance for LGBTQIA students.

Faculty are active with many associations and organizations concerned with the built environment professions: ACSA (Professor June Williamson is elected to the Board of Directors), SACRPH (Dean Marta Gutman is past president), NOMA, Dark Matter U, Society of Architectural Historians, AIA New York Center for Architecture, the Urban Design Forum, Design Trust for Public Space, Municipal Art Society, the Association of Indoor Air Quality, American Society of Civil Engineers, and many others. Spitzer has recently joined the advisory board of *Places Journal*.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the Visiting Team Report; limit 250 words.

Program Response:

The B.Arch and M.Arch programs are at the core of the Architecture Department of the Bernard and Anne Spitzer School of Architecture (Spitzer) at The City College of New York (CCNY), located in West Harlem, Manhattan, and one of eleven senior colleges within the vast City University of New York (CUNY). Spitzer houses around 450 students in its Bachelor of Architecture; Bachelor of Science in Architecture; Bachelor of Arts in Urban Studies and the Built Environment; Master of Architecture; Master of Landscape Architecture; Master of Science in Architecture; Urban Design (Master of Urban Planning); and the affiliated (interdivisional) Master of Science in Sustainability in the Urban Environment programs.

The mission of the professional architecture programs is to prepare students to design for the betterment of our shared global community. The programs are shaped by the diversity of students, the inventive research of faculty, and by multidisciplinary collaborations. The programs prepare students to become engaged designers and to apply an expansive set of skills to address pressing social, cultural, environmental, and professional challenges. With a rigorous foundation in the core competencies of building design, history, theory, and technologies, and with an emphasis on agile thinking, the architecture programs aim to educate the next generation of innovators redefining the role of the architect in the twenty-first century.

The Spitzer School strives to act in the spirit of the CCNY's historic Ephebic Oath: "To transmit the city, not only not less, but greater, better, and more beautiful than it was transmitted to us."

2—Shared Values of the Discipline and Profession

- The program must report on how it responds to the following values, all of which affect the education and development of architects.
- The response to each value must also identify how the program will continue to address these values as part of its long-range planning.
- These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

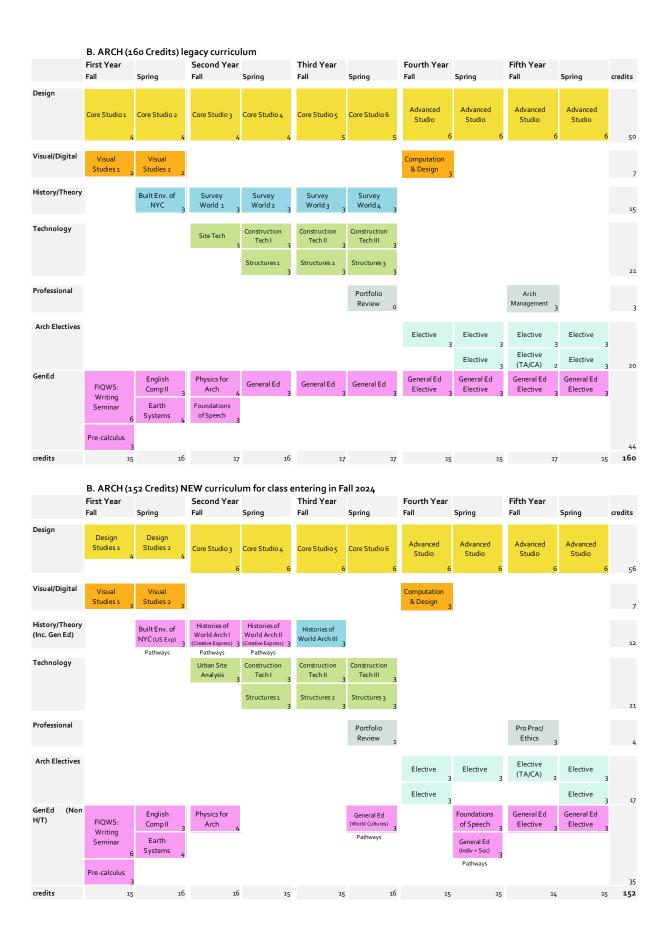
The Spitzer School of Architecture recognizes that design thinking and integrated design are hallmarks of architecture education, the discipline, and the profession. Design in the B.Arch and M.Arch programs is understood as multi-faceted: firmly rooted in excellence of craft, sensitivity to environmental concerns, the ethos of equitable sustainability and environmental justice, resilient engagement with urban contexts, respect for the role of history across place and time, a high level of technological integration in building design, and respect for a commitment to principled guided research within advanced design studios and related courses.

A majority of the faculty are licensed architects who bridge academia and practice, exposing students to the ways in which real-world considerations impact design thinking. Program leaders strive to leverage teaching resources to attract and retain diverse adjunct and full-time faculty who appreciate these values and are committed to engaging with students on an array of architectural topics beyond the formal, providing keen insight into the agency available to an educated architect while also appreciating what students bring to architecture through rich lived experiences.

B.Arch

The B.Arch program's design pedagogy is organized as three years of core and two years of advanced design and research. The first three years center on the "Core Studio" sequence, which are themed progressively as "Craft," "Environments," "Cities," "Histories," "Assemblies," and "Integration." The Core Studio Sequence is accompanied by courses in Visual Studies, Architectural History, Structures, and Construction Technology. A Portfolio Review serves as a check point for students before progressing into the advanced curriculum. In this second phase, students follow four semesters of Advanced Studios, sorted via a lottery at the start of each semester when students rank their preferred studio options. The topics of the Advanced Studios emphasize guided research and innovation based in topical subject matter, determined by the faculty, at the forefront of architectural research and practice. Students develop integrated solutions to complex, multi-scalar design problems.

The charts below illustrate our curriculum as it unfolds in relation to design studios. Both the legacy curriculum for students who entered before fall 2024 and the curriculum for incoming students are included.



Long-range Planning and Assessment

The B.Arch program continues to address design values as part of its long-range planning in the following ways.

- Design in the B.Arch program is seeded in a robust studio sequence, which is tightly coordinated by full-time faculty members who continually update the curriculum to address the changing requirements of professional education, professional trends, and assessment findings. Long-range planning is assured through an assessment process that includes extended assessment sessions of design work at the end of each semester.
- Ongoing meetings among full-time faculty members coordinating the Core Studio Sequence help better structure, scaffold, and deliver design instruction to students.
- The B.Arch design studio sequence has undergone a systematic curricular assessment process, as described later this in the report.

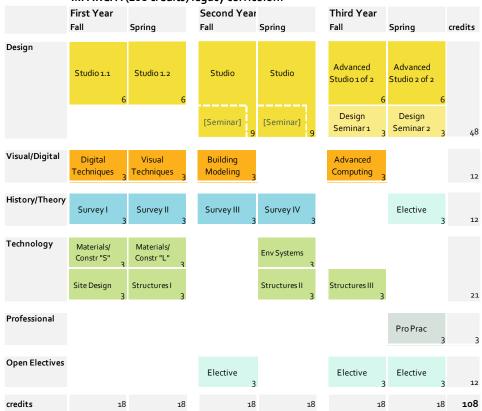
M.Arch

The first year of the program provides a foundation for the following two years. We aim to provide incoming students—particularly those with no prior background in architecture—with the basic knowledge and skills necessary to grasp and engage the complexity of the design process. We focus on instilling confidence to move into advanced coursework. Architectural design is introduced as a new language in which to become fluent: understanding the logical "grammar" of form, acquiring the "vocabulary" of materials, learning to "read" contexts and to "write" using conventions of representation, and so forth.

In the subsequent two years of the program, students are placed (via lottery) into vertically integrated studios, each paired with a research workshop. Joined in studio by students in our M.S. Arch program, they are guided to develop integrated solutions to complex, multi-scalar design problems. In the second year, students are offered architecture studios only; in the third year, choices expand to shared studios with urban design and landscape architecture as well as exchange programs abroad. Our goal is to equip our graduates with a broad, compassionate, and impassioned framework to engage in a lifelong relationship with the discursive discipline of architecture as well as with the architecture profession and its allied fields.

The charts below illustrate our curriculum as it unfolds in relation to design studios. Both the legacy curriculum for students who entered before fall 2024 and the curriculum for incoming students are included. Students who entered in fall 2023 have opted into a modified version of the new curriculum.





M. ARCH I (90-CREDITS) NEW curriculum for class entering in Fall 2024



Long-range Planning and Assessment

The M.Arch program continues to address design values as part of its long-range planning in the following ways:

- Studio faculty are shared between the B.Arch and M.Arch programs, yielding rotation of instructors from year to year, providing students exposure to the breadth of our faculty, and keeping colleagues across the department engaged and involved in graduate student success.
- At the end of each semester, current graduate studio faculty from all graduate programs and school leadership gather in an online session (3-4 hours) to share, discuss, and assess the outcomes of each Studio + Research workshop, including Foundation Studio and Visualization courses. Ongoing meetings over the semester of studio faculty with the program director help better structure, scaffold, and deliver design instruction to students.
- The M.Arch design studio sequence has undergone a systematic curricular assessment process, as described later this in the report.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

A shared strength of our professional degree programs is a commitment to an inclusive well-rounded education that cultivates critical thinking and speculation, while rigorously preparing students for the professional opportunities, challenges, and responsibilities available in metropolitan New York and beyond. A key to this view is imparting respect for and awareness of the impacts of additions and changes to the built environment on people and publics as well as on our natural systems and resources. New York City provides a rich setting for this learning.

As part of professional responsibility, the B.Arch and M.Arch programs respond to the climate crisis for what it is, a global emergency that demands their immediate attention. Faculty are taking the lead in design and materials research and working with students to address the climate crisis in multiple manifestations and as it pertains to racial and social justice. The seeds of an ethos of environmental stewardship and related professional responsibilities are sown early and tended to over the years. Attention to this value is bookended by two courses required in the curricula of both programs, one in urban site analysis and the other in professional practice and ethics. We also aim to practice what we teach, consciously shifting to an environmental stewardship of the school's own environment by, for example, banning toxic materials and aerosols, and adding bike racks and new outdoor seating. By modeling care and attention to our own health, safety, and welfare, we can better understand how to extend that care to others through our work.

It also bears mentioning that the Spitzer School is one of four divisions at the City College of New York supporting the interdisciplinary M.S. in Sustainability in the Urban Environment program. As part of its commitment to this non-design-based program, the Spitzer School hosts three courses for the program each semester; these run as "Topics in Sustainability" electives, holding seats for B.Arch and M.Arch students, and count as electives credits. Although each student in the architecture programs is not required to take any of these courses, the connection is relevant, as it informs the culture of our school.

In recent years, design studio course briefs are more frequently taking on environmental and ethical topics. The turn towards the ethics of environmental and social justice is also reflected in the elective offerings available to our students. Below is a list of examples from the 2023-2024 academic year:

- Archipelagic Estates of Puerto Rico (Topics in the History of World Architecture, fall 2023)
- Social Justice and the Built Environment (Topics in Design and Methods, fall 2023)
- Sustainable Materials (Topics in Sustainability, fall 2023)
- Low Energy Buildings (Topics in Sustainability, fall 2023)
- Concrete Ecologies: Theories on the Production of Space (Topics in Architecture and the City, spring 2024)

- Design in Urban Scarcity (Topics in Design and Methods, spring 2024)
- Principles and Praxis of Design and Spatial Justice (Topics in Design and Methods, spring 2024)
- Case Studies in Sustainability: Biophilia (Topics in Sustainability, spring 2024)
- Cities and Sustainability (Topics in Sustainability, fall 2023, spring 2024)

The commitment to environmental stewardship and professional responsibility is also advanced through funded research and public programming:

- As mentioned above, Spitzer faculty are co-Pl's on Energizing Equity via Climate Solidarity, the winning proposal for the College-Wide Research Vision, 2022-25.
- B.Arch and M.Arch students benefit from special programming, such as the fall 2023 lecture co-sponsored by the UN High-level Water Conference in New York City.

The B.Arch and M.Arch programs' commitment to professional responsibility values incorporate additional facets:

- Professional responsibility is further enhanced by continuing relationships with our alumni. The <u>CCNY</u>
 <u>Architecture Alumni Group</u> is very engaged, and regularly schedules events and activities to support and
 connect with current students. These include an annual Speed Mentoring event, comprised of a portfolio
 and resume review as well as networking opportunities.
- Students have membership opportunities in pre-professional clubs which connect students with
 professional networks of practicing architects: the CCNY chapters of AIAS and NOMAS. There is also the
 student club, CCNY Green, focused on environmental and sustainability issues. Spitzer students in the
 architecture programs are able to attend AIAS, NOMAS, and Association of Preservation Technology (APT)
 conferences, with financial and organizational support from the dean's office.

Long-range Planning and Assessment

The B.Arch and M.Arch programs continue to address environmental stewardship and professional responsibility values as part of long-range planning in the following ways:

- A commitment from academic leadership and staff to continue improving tracking of employment and career outcomes of B.Arch and M.Arch alumni.
- Many M.Arch students are eager to attain their professional credentials as soon as possible after
 graduation. The graduate advisor offers "Graduation Check" meetings to M.Arch students in fall of
 their third year. These are optional one-on-one meetings to make sure students are positioned for
 graduation come spring and discuss their professional plans including their job searches and possible
 pursuit of licensure.
- Given Spitzer's location in New York City, we continually extend and expand our relationships with
 major environmental institutions and initiatives. For example, planning is underway for another UN
 event; Spitzer will be the host campus for the 2024 UN Urban Thinkers 2024, focused on
 Decarbonizing Housing, co-sponsored with the Consortium for Sustainable Urbanization.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

The Spitzer School of Architecture is dedicated to promoting justice, equity, diversity, inclusion (JEDI), and antiracism within academia and the design professions. It aims to be a leader in fostering racial and gender justice and supports emerging voices from underrepresented groups.

Equity, diversity, and inclusion are embedded in nearly all aspects of the Spitzer School of Architecture, including the B.Arch and M.Arch programs by virtue of the students who are served. In fall 2023, 70% of B.Arch students identified as BIPOC and 55% identified as female; 63% of M.Arch students identified as BIPOC and 53% identified as female. B.Arch students are largely drawn from public high schools in New York City and the surrounding metropolitan area. Transfer students principally come from local community colleges. In both programs, most

students demonstrate financial need. A significant (and growing) group of M.Arch students are drawn from metropolitan New York and are graduates of public universities and colleges in the CUNY and SUNY systems.

Equity, Diversity, and Inclusion efforts are front and center at Spitzer. Because of their breadth, not all initiatives that engage these values are included in this section, but are placed elsewhere in the APR. Key initiative include:

- To offer students with wide-ranging backgrounds access to architectural education, the Spitzer School
 provides every first-year Spitzer student a kit containing basic architectural tools and supplies. In fall 2023,
 incoming B.Arch students also received hard-drives; these will also be provided to all incoming M.Arch
 students in fall 2024.
- To ease the challenges of a commuter school, all students are provided with at least one dedicated desk in studio per semester and each student has access to a locker.
- The Sciame Lecture Series focuses on global, transnational, and diasporic human stories about design, space, landscape, and architecture. More details and topics are described below in PC.8.
- The Architecture Department has developed a new set of <u>"Learning, Teaching, and School Culture</u> Guidelines." More details are described below in PC.7.
- The diversity of faculty teaching in the B.Arch and M.Arch programs has increased since the last 2017 NAAB visit. More details are described below in section 5.5.
- The Place, Memory, and Culture Incubator, funded by the Mellon Foundation, supports community engagement with Harlem partners in design studios, among other venues. More details are described below in relationship to Leadership, Collaboration, and Community Engagement.
- The J. Max Bond Center for Urban Futures, described below, is an integral part of Spitzer.

Spitzer founded the <u>Justice</u>, <u>Equity</u>, <u>Diversity</u>, <u>and Inclusion</u> (<u>JEDI</u>) <u>Committee</u> in 2021 as an ad hoc committee. It became a standing committee in 2022, in conjunction with revision of the departmental and divisional bylaws.

The mission of the JEDI committee is to advance positive change by enriching the culture and reflecting experiences of all students, staff, and faculty at Spitzer. It is dedicated to incorporating diversity, equity, and inclusion best practices, marshalling interventions to foster a school that is just and respectful and ensuring every individual is empowered to thrive. The JEDI committee prepares proposals and interventions that are then reviewed and approved by the dean. Some accomplishments include:

- Developing a Racial Equity Statement of Purpose (RESOP), approved by the faculty in 2022.
- Conducting a school-wide climate survey—the first of its kind at CCNY. This survey will continue to be
 delivered every fall to track trends and support the work of the school. This survey is a key means by
 which Spitzer, including the B.Arch and M.Arch programs, assess Equity, Diversity, and Inclusion, among
 other shared values.
- Creating and supporting community wellness initiatives for all members of the Spitzer School community.

Other JEDI initiatives aim to remediate injustice, repair harm, and act on our commitment to justice through learning. Selected initiatives include:

- Joining (and contributing to) the <u>Deans' Equity and Inclusion Initiative</u> (DEII), an organized effort among architecture school deans to mentor junior faculty of color.
- Composing a <u>land acknowledgement</u> of the ancestral homeland and territory of the CCNY campus that is posted on the Spitzer website and read at events and meetings.
- Partnering with <u>Dark Matter U</u>, a non-profit network that includes several Spitzer faculty and alumni as core members, bringing racial equity directly to the design studios.
- Designating two restrooms as gender neutral.
- Recognizing faculty and staff with awards for mentoring, service, and teaching.
- Supporting B.Arch and M.Arch students developing DEI initiatives, including JEDI Changemaker Scholarships. These student awards facilitate the health and wellbeing of the Spitzer community. Projects awarded in the spring 2024 semester to be implemented in 2024-25 include:

- Continuing and expanding the "Ambient Atrium" project first developed with the Director of Graduate Programs in Architecture. This initiative brings musicians to the school who create temporary "sound baths" to encourage health and wellbeing.
- Creating more student focused professional development enhancements and opportunities.

Long-range Planning and Assessment

The B.Arch and M.Arch programs continue to address diversity, equity, and inclusion, values as part of long-range planning in the following ways:

- Introducing an Annual Climate Survey offers a major step in creating data for an ongoing assessment process concerning Equity, Diversity, and Inclusion at Spitzer. Based on the prior survey, the Spitzer School will integrate, in fall 2024, questions about disability and the Sciame Lecture series, among other topics.
- Exploring the introduction of a 2-year M.Arch degree track and agreements with local feeder schools with four-year B.S. and B.Tech degrees in Architecture programs within the CUNY and SUNY systems, to further expand access to professional architecture education to underrepresented populations and reduce the cost and time to graduation.
- Pioneering new, inclusive models of design instruction and mentoring that ensure transformative success for students, alumni, faculty, and staff, and embody the belief that architecture is vital for a just and humane world.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

Many of the full-time faculty in the Architecture Department are actively engaged in funded research, generating new knowledge. Students have numerous opportunities to participate in faculty-led research projects. Some key initiatives include:

- Associate Professor Ahu Aydogan is a member of a transdisciplinary team that secured a \$650,000
 National Science Foundation grant as part of the program's track for bio-inspired design innovations. The project explores harnessing evaporation to produce clean energy.
- Assistant Professor Damon Bolhassani recently developed the <u>Advanced Building Laboratory (ABC Lab)</u>.
 Located on the lower level of the Spitzer School, the lab is focused on developing sustainable construction materials. Prof. Bolhassani's research has been funded by a US Dept. of Energy \$2.4m grant which supports architecture student researchers.
- Associate Professor Christian Volkmann has led design-build opportunities for students. Our 2011 DOE
 Solar Decathlon entry, the <u>Solar Roofpod</u>, was installed on the rooftop of the Spitzer School of
 Architecture in 2014; there are ongoing opportunities for student participation, and, recently, Spitzer
 received state funding for a major expansion of the adjacent urban garden. In fall 2023, Professor
 Volkmann created another design-build opportunity, funded by Spitzer; students in an advanced elective
 developed a permanent showplace for rotating exhibits of student models and drawings.
- Associate Professor Jeremy Edmiston has created design-build opportunities, including the 2024
 transformation of an existing room on the CCNY campus into a new student center in the Humanities and
 Arts Division. This project was supported by CAPACity, a program that is administered through the
 Provost's Office of Experiential Learning and funded by the US Dept. of Education Hispanic Serving
 Institutions Program.
- The J. Max Bond Center for Urban Futures (JMBC), directed by Associate Professor Shawn Rickenbacker
 and located on the lower level of the Spitzer School, offers JMBC internships and work opportunities, for
 pay or for credit, to foster collaboration across programs by involving students interested in the crosssection of social justice and design in the center's ongoing research.

The faculty of the B.Arch and M.Arch programs steadily produce new knowledge in the form of scholarship. Below are recent and on-going book projects. In many cases, students provided paid research and production assistance:

- Associate Professor Nandini Bagchee, Counter Institution: Activist Estates of the Lower East Side (Fordham University Press, 2018).
- Dean and Professor Marta Gutman, "Intermediate School 201: Race, Space, and Modern Architecture in Harlem." In *Educating Harlem: A Century of Schooling and Resistance in a Black Community*, ed. Ansley Erickson and Ernest Morrell (Columbia University Press, 2019), winner of the Catherine T. Bishir Prize from the Vernacular Architecture Forum.
- Assistant Professor, Jerome Haferd, "An Archaeology of Architecture: The Harlem African Burial Ground," *Log* 48 (Spring 2020).
- Associate Professor Bradley Horn, "Signs and Wonders: John Hejduk and the Re-Enchantment of Architecture at The Cooper Union." In *Histories of Architecture Education in the United States*, ed. Peter Laurence (Routledge, 2024).
- Associate Professor Fran Leadon, Broadway: A History of New York in Thirteen Miles (W.W. Norton, 2018).
- Associate Professor Frank Melendez, Drawing from the Model: Fundamentals of Digital Drawing, 3D Modeling, and Visual Programming in Architectural Design (Wiley, 2019) and, coedited with Nancy Diniz and Marcella Del Signore, Data, Matter, Design: Strategies in Computational Design (Routledge, 2020).
- Distinguished Lecturer Cassim Shepard, *Citymakers: The Culture and Craft of Practical Urbanism* (Monacelli Press, 2017).
- Assistant Professor Laura Sara Wainer, "The Informalization of Formal Housing Projects in the Global South: Policy Failure or Counterhegemonic City-making?" PhD diss., MIT, 2022.
- Chair and Associate Professor Sean Weiss, "The "Dravert Affair": Paperwork and the Administration of Negligent Street Maintenance in Modern Paris," *Journal of Urban History* 46:2 (March 2020).
- Professor and Director of Graduate Programs in Architecture June Williamson, Case Studies in Retrofitting Suburbia: Urban Design Strategies for Urgent Challenges (Wiley, 2021); winner of the 2021 Great Places Book Award.

Several faculty members, including many adjunct faculty, are also actively engaged in award-winning professional and creative practices. Examples include:

- Associate Professor Nandini Bagchee is founder of Bagchee Architects.
- Assistant Professor Ifeoma Ebo is the founding principal of Creative Urban Alchemy.
- Associate Professor Jeremy Edmiston is founder of System Architects.
- Assistant Professor Jerome Haferd is founder of <u>Jerome Haferd Studio</u> and co-founder of <u>BRANDT</u>: HAFERD.
- Adjunct Professor Ali Höcek is founder of ACHA / Höcek Architecture.
- Associate Professor Bradley Horn is partner in the firm Berman Horn Studio.
- Adjunct Assistant Professor Joshua Jow is founder of JOW Office for Architecture.
- Adjunct Associate Professor Kaja Kühl is founder of youarethecity.
- Adjunct Associate Professor Jane Kim is founder of Jane Kim Architect.
- Associate Professor Fabian Llonch is partner in the firm <u>Llonch+Vidalle Architecture</u>.
- Associate Professor Dominick Pilla is founder of **Dominick R. Pilla Associates Consulting Engineering**.
- Professor Julio Salcedo is the founder of scalarArchitecture PC.
- Adjunct Associate Professor Martin Stigsgaard is founder of studioSTIGSGAARD.
- Professor Elisabetta Terragni is founder of Studio Terragni Architetti.
- Adjunct Associate Professor Suzan Wines is founder of I-Beam Design.

Students are provided myriad opportunities, both paid and unpaid, to engage with faculty on these projects. In addition, studios, electives, and independent study offerings allow faculty to disseminate new knowledge to students. As studio topics are discussed elsewhere in the APR, some relevant recent electives, in addition to those already listed above, in relation to environmental stewardship, include:

- Techniques of Urban Communication (Topics in Design & Methods, fall 2023)
- Under the Stairs: Design Build (Topics in Technology, fall 2023)

- Fugitive Practice (Topics in Design & Methods, fall 2023)
- Architecture and the Canon (Topics in the History of World Architecture, spring 2024)
- History and Theory of Urbanism in the Middle East and North Africa (Topics in the History of World Architecture, spring 2024)
- Structural Anatomy of Buildings (Topics in Technology, spring 2024)
- Robotics in Architecture (Topics in Technology, spring 2024)
- Decoding the New York City Building Code (Topics in Technology, spring 2024)

Additional Points

- Select B.Arch students participate in the College's Opportunities in Research and Creative Arts (ORCA) program which advances faculty-guided undergraduate summer student research.
- All B.Arch students engage with faculty-driven design research in the four-semester Advanced Studio sequence as described in PC.2 and PC.5.
- All M.Arch students engage with faculty-driven design research in the four-semester Studio + Research workshop sequence as described in PC.2 and PC.5.
- M.Arch students are involved with the broader graduate student community on campus, having won top
 prizes in the CCNY Graduate Research Symposium most years. The symposium offers students experience
 in sharing projects and findings with faculty and other graduate students from throughout the college in a
 professional, academic setting.
- In 2023-24, the Director of Graduate Programs in Architecture in collaboration with students launched a student-focused monthly print publication, *The 3M15*.

Long-range Planning and Assessment

The B.Arch and M.Arch programs continue to address knowledge and innovation values as part of long-range planning in the following ways:

• The Architecture Department's Curriculum Committee oversees elective offerings each semester to ensure a broad range of offerings. Ongoing curricular planning involves students with research and creative design work. In fall 2024, Assistant Professor Jerome Haferd will offer an elective for mounting an exhibition at Spitzer to highlight ongoing community engagement work.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

As befits a public school of architecture, the diverse backgrounds and life experiences of our students promote a rich academic exchange and tolerance for different points of view. Building upon this foundation, a range of opportunities encourage students from both the B.Arch and M.Arch programs to build their collaboration and leadership skills through interaction with students from all our programs, faculty, and staff. There are robust opportunities for B.Arch and M.Arch students to participate in community engagement efforts in New York City by working with faculty and community partners to advance social justice, rethink historic preservation, and address the housing crisis. In design studios and extracurricular activities, B.Arch and M.Arch students work with committed faculty members whose research and architectural practices dovetail with community engagement with partners in Harlem, elsewhere in Manhattan, the Bronx, Brooklyn, Staten Island, Queens, and beyond to find answers to the pressing problems of our time.

Leadership and Collaboration initiatives and events include:

- Official formation in 2020 of a Student Advisory Committee in the Architecture Department, comprised of five students, elected annually from across the programs in accord with university-wide bylaws.
- Student organizations, such as the AIAS, NOMAS, and the Graduate Architecture Club (GARC), promote collaboration and foster leadership, and host events including firm and site tours, portfolio reviews, and social events, among other initiatives.

- The Architectural League of New York's Mentorship Program, which CCNY joined in 2019, pairs current B.Arch and M.Arch students with practicing professionals who are recruited as mentors by the Architectural League. Participation is limited to three local public schools of architecture with large numbers of students from groups underrepresented in architecture. Mentor-mentee pairs meet throughout the academic year in both one-on-one meetings as well as in group activities and networking events structured by the Architectural League.
- While the Architectural League of New York's Mentorship Program is by far the most robust mentorship
 program that students participate in, Spitzer partners with other local organizations that are building
 professional mentorship programs for affinity-based groups such as the Build Out Alliance for LGBTQIA
 students interested in the AEC industry, WX Women in Real Estate, and the Urban Land Institute's
 Women's Leadership Institute, among others.
- Architecture students are encouraged to attend national conferences and enter competitions organized by AIAS, NOMAS, ACSA, and APT (Association for Preservation Technology). The dean's office offers organizational and financial support.
- In spring 2022, the annual "Making SSA" was launched as an all-school design charette. Annual themes are developed with outside professionals who also help assess the work at the end of the day. Students work in teams comprised of all academic programs and years.
 - In spring 2022, the theme "Troubling Justice" was a collaboration with the architecture firm NBBJ. Working on local sites in Harlem, students were asked to develop design propositions examining social, gender, and racial injustices, inequalities, and exclusions in architecture and the urban realm.
 - In spring 2023, the theme "Instigating Access" was a collaboration with the Broadway Malls Association, a community organization that stewards the Broadway Malls running along the center of uptown Broadway, including the Spitzer School's neighborhood. Working on the Broadway Malls, students were asked to develop design propositions probing assumptions embedded in universal design, to center belonging in the design practice, to critique landscape in relation to inclusion, and to apprehend the rich contribution of difference to the sensorial experiences of places.

Community Engagement initiatives include:

- A key initiative related to Community Engagement is the Spitzer School's <u>Place, Memory, and Culture Incubator</u>. Funded by a \$1.5 million grant from the Mellon Foundation's Humanities in Place program, this initiative seeks to redefine the role of historic preservation in the face of ongoing urban transformations in Harlem. The Incubator aims to interact with Harlem communities to transform the ways in which students engage and connect with their deep-seated histories. Some important aspects of the initiative include:
 - Required undergraduate and optional undergraduate and graduate design studios record, visualize, and preserve heritage while projecting innovative, resilient cultural and spatial futures.
 All studios collaborate with Harlem-based community partners. Special funding is available to these studios for teaching assistants, materials, and consultants. The studios are further described in PC.8.
 - Studio reviews and exhibitions occur in various sites throughout the Harlem community, not only at the Spitzer School.
 - "Micro grants" are awarded to community partners in Harlem who are also remunerated for their time and knowledge.
 - The Incubator funds Spitzer students as interns with Harlem-based community partners.
 - The Incubator sponsors guest lectures and is developing a "living digital archive" to house digital materials about Harlem's history and the work of the studios.
 - Design studios in the 2023-24 academic year collaborated with Harlem-based community partners including Harlem Grown, Caribbean Cultural Center African Diaspora Institute, Uptown Grand Central, While We Are Still Here, and artist Franco Gaskin, among others.

Community engagement is common among B.Arch and M.Arch studios at Spitzer.

- 2023-24 community partners in B.Arch studios, in addition to Harlem-based community groups partnering
 as part of the Place, Memory, and Culture Incubator, include Make the Road New York, Brooklyn
 Community Services, the Flatbush African Burial Ground Coalition, and CAPACity, administered through
 CCNY's Office of Experiential Learning. In spring 2023 and spring 2024 the Bronx AIA Chapter, the Office of
 the Bronx Borough President, and New York City Economic Development Corporation collaborated with
 Spitzer to sponsor studios focused on historic structures and sites in the Bronx.
- Recent community partners in M.Arch studios include Punto Educativo Recreativo y Sociale and Iniciativa
 de Ecodesarrollo de Bahia de Jobos (both in Puerto Rico), the City of Chicago's Department of Planning &
 Development, East New York Community Land Trust, Scenic Hudson Land Trust, Third Space Action Lab
 (Cleveland), and McKee's Rocks CDC (Pittsburgh).

Additional Points

- Upper-level B.Arch students work as teaching assistants (for academic credit) in the Core Studio sequence, serving as mentors for younger students.
- M.Arch students work as program, teaching, and faculty research assistants (for hourly pay). These activities encourage students to identify and develop interests outside the required curriculum and to cultivate important management, leadership, and communication skills.
- M.Arch students volunteer as ambassadors for recruitment, orientation, and portfolio events.

Long-range Planning and Assessment

The B.Arch and M.Arch programs continue to address leadership, collaboration, and community engagement values as part of long-range planning in the following ways:

- Mentorship programs are assessed by sponsors, and feedback is integrated into subsequent iterations of the initiatives.
- Host workshops and training opportunities for students and faculty that support collaboration at the Spitzer School and CCNY.
- The dean has committed to supporting ongoing design-build opportunities in the curriculum

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

To paraphrase Dr. Vincent Boudreau, the CCNY President, when he visits the Spitzer School of Architecture or speaks about the school at alumni, recruiting, and fundraising events, CCNY alumni from our programs have planned, built, and renovated countless buildings, parks, streetscapes, and infrastructure projects across the city. A special aspect of our programs is that our alumni mostly remain local, populating the architecture firms and public agencies of New York City. Therefore, our robust network of B.Arch and M.Arch alumni frequently return to the Spitzer School of Architecture for many reasons. They attend lectures, they donate their time by sitting on reviews and professional development panels, and they teach in our programs. Some initiatives that contribute to the lifelong learning of our B.Arch and M.Arch alumni include:

- The Sciame Lecture Series offers continuing education credits to New York State Registered Architects.
- The CCNY Architecture Alumni Group gives initial membership upon graduation to all students of the academic programs.
- In the 2023-24 academic year, ten B.Arch alumni and two M.Arch alumni served as adjunct faculty in our programs.
- In the 2023-24 academic year, six B.Arch alumni and one M.Arch alum served on professional development Alumni Lunch and Learn Panel Series introduced this year. Another five B.Arch alumni

- sat on alumni panels as part of the semesterly Sciame Lecture series, and one presented in the inaugural Graduate Architecture "Salon" series of informal speaker events.
- Biannual architecture licensure information sessions are held, involving experts from NCARB and NYSED (New York State Education Department) as well as recently licensed alumni who share their experiences. This event, last held in spring 2023, is open to all current students and alumni licensure candidates.

Long-range Planning and Assessment

The B.Arch and M.Arch programs continue to address lifelong learning values as part of long-range planning in the following ways:

- The CAPACity program, administered through the CCNY Office of Experiential Learning and funded by the Department of Education Hispanic Serving Institutions Program, will develop a mentorship program. This program, commencing in fall 2024, will remunerate Spitzer School alumni to mentor B.Arch students. As part of the program, upper-level students will be trained to become potential mentors after graduation.
- In spring 2024, the Graduate Programs in Architecture initiated a series of informal "Salon" evenings, featuring Spitzer School alumni, adjunct faculty, and others engaged actively in distinctive and innovative modes of creative and professional practice. In 2024-25 the program will continue; digital skills workshops will be added.
- We are investigating ways to improve ARE pass rates.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

The program must provide:

- A narrative description of how the program achieves each criterion.
- Evidence that each criterion is assessed by the program on a recurring basis, and
- A summary of the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

B.Arch:

Narrative:

The B.Arch program addresses PC.1 in both the curriculum and extracurricular activities.

Course Overview

Curricular evidence for PC.1 is located in the following course:

 ARCH 51200 Architectural Management (renamed Professional Practice and Ethics starting in fall 2024)

Within the curriculum, the criterion is addressed in the final year in the required course **ARCH 52100 Architectural Management** (co-enrolled with ARCH 85600 Professional Practice in M.Arch). The course is offered in the fall and spring semesters.

Learning objectives of this course addressing this criterion are:

- Students gain an understanding of the value of architectural training, and the professional opportunities available within both traditional and alternative career paths.
- Students build professional literacy in all aspects of architectural practice, preparing them for next steps beyond academia, including lifelong professional development.

These are addressed in weekly lectures and required readings. They are evaluated in quizzes, the midterm exam, and an individual assignment in which students develop a professional biography, networking exercise, resume, and cover letter.

The school also offers numerous extracurricular events that contribute to professional development as well as ongoing engagements:

- Events:
 - Biannual architecture licensure information session involving experts from NCARB and NYSED as well as recently licensed alumni who share their experiences. This event, last held in spring 2023, is open to current students and alumni licensure candidates.
 - Spitzer School's annual Architecture Career Fair in February, which was attended by 41 private firms and public agencies many of which sent CCNY alumni to recruit at the most recent fair in February 2024. The event is hosted by the college's Career & Professional Development Institute in partnership with the Spitzer School.
 - o In fall 2023, the Spitzer School introduced an Alumni Lunch and Learn Panel Series, inviting alumni speakers who have pursued a variety of career paths with their professional

- education. The fall semester featured one panel organized with Endeavor, a company in which Spitzer alumni work to develop more sustainable solutions for data centers. The spring semester included two panels. The first one highlighted alumni working in architectural lighting design, community engagement, and fashion; the second panel featured alumni working in construction and engineering.
- As part of the semesterly Sciame Lecture Series, the Spitzer School hosts an alumni panel featuring alumni whose professional work and research dovetails with the series theme.
- The school hosts an annual awards ceremony each spring for continuing students who have won internal and external scholarships or other types of awards. Donors and employers supporting certain awards are invited to attend. This promotes networking and a culture of excellence. A full list of annual awards is included as evidence.
- Ongoing offerings and engagements:
 - Engagement with the CCNY Architecture Alumni Group, including an annual Speed Mentoring event, comprised of a portfolio and resume review as well as networking opportunities.
 - The Architectural League of New York's Mentorship Program. This program, which CCNY joined in 2019, pairs current students with practicing professionals who are recruited as mentors by the Architectural League. Participation is limited to three local public schools of architecture with large numbers of students from groups underrepresented in architecture. Mentor-mentee pairs meet throughout the academic year in both one-on-one meetings as well as in group activities and networking events structured by the Architectural League.
 - While the League's program is by far the most robust mentorship program we participate in, we also partner with other local organizations that are building professional mentorship programs for affinity-based groups such as the Build Out Alliance for LGBTQIA students interested in the AEC industry, WX Women in Real Estate, and the Urban Land Institute's Women's Leadership Institute, among others.
 - In spring 2023, the Spitzer School began the B.Arch mentorship program. This program pairs all B.Arch students with a faculty mentor in groups that include students from each of the five years of the program. Faculty meet with students twice a semester to offer professional guidance and support that is distinct from the academic advising offered by the academic advisors.
 - Membership opportunities in pre-professional clubs which connect students with professional networks of practicing architects: the Spitzer School chapters of AIAS and NOMAS. Spitzer students in architecture programs can attend AIAS, NOMAS, and APT conferences, with operational and financial support from the dean's office.
 - As described in 5.4.2, the school has active architecture licensing advisors on staff and within the AIAS chapter.
 - o The Architecture Library has a collection of recommended ARE study materials.
 - Postings from architecture employers are circulated by the advising team and within the Career & Professional Development Institute's Career Connections database throughout the year. These postings are often highlighted on social media by the Architecture Library as well.

Self-Assessment:

This criterion is assessed by several measures:

- Direct assessment of student performance in **ARCH 52100 Architectural Management** on exams and the individual assignment.
- Feedback collected from the Architectural League on its mentorship program via an anonymous form sent to the entire cohort following the conclusion of the program annually.

Summary of Modifications:

- The content of the required professional practice course has evolved to include more material on ethics and equity, including reference to the AIA Guides to Equitable Practice, and alternate forms of practice.
- Many extracurricular activities described above are new or enhanced over the past several years.
- Students have not uniformly attended the B.Arch mentorship program sessions. While the B.Arch program is not yet curtailing the initiative, this outcome was heeded in shaping CAPACity, a new peer-to-peer mentorship program for B.Arch students. Administered through the Provost's Office of Experiential Learning and funded by the US Dept. of Education Hispanic Serving Institutions Program, CAPACity will remunerate Spitzer alumni to mentor B.Arch students. As part of the program, upper-level students will be trained to become potential mentors after graduation. Planning started in spring 2024 with mentorships intended to commence in fall 2024.
- As part of ongoing self-assessment of career development opportunities, the B.Arch program piloted, in spring 2024, a 1-credit elective, meeting for one hour per week, titled "Finding a Job/Internship in Architecture." Taught by Katie Nailler, the Director of CCNY's Career and Professional Development Institute, the course targeted fourth- and fifth-year students. The B.Arch program offered this course to advance career development in the curriculum in addition to ARCH 52100 Architectural Management. We intend to run and assess this class at least one more time before committing to making such a curricular change. This will likely happen in fall 2025, as feedback from the class showed that it would be better situated in a fall semester to assist students find positions in the spring.
- Starting in the next academic year, we will gather feedback from students and employers participating in the annual career fair.

M.Arch:

Narrative:

The M.Arch program addresses PC.1 in both the curriculum and extracurricular activities.

Course Overview

Curricular evidence for PC.1 is located in the following course:

ARCH 85600 Professional Practice (renamed Professional Practice and Ethics starting in fall 2024)

Within the curriculum, the criterion is addressed in the final year in the required course **ARCH 85600 Professional Practice** (co-enrolled with ARCH 52100 Architectural Management in B.Arch). The course is offered in the fall and spring semesters.

Learning objectives of this course addressing this criterion are:

- Students gain an understanding of the value of architectural training, and the professional opportunities available within both traditional and alternative career paths.
- Students build professional literacy in all aspects of architectural practice, preparing them for next steps beyond academia, including lifelong professional development.

These are addressed in weekly lectures and required readings. They are evaluated in quizzes, the midterm exam, and an individual assignment in which students develop a professional biography, networking exercise, resume, and cover letter.

The school also offers numerous extracurricular events that contribute to professional development as well as ongoing engagements:

- Events:
 - Biannual architecture licensure information session involving experts from NCARB and NYSED as well as recently licensed alumni who share their experiences. This event, last held in spring 2023, is open to current students and alumni licensure candidates.

- Spitzer School's annual Architecture Career Fair in February, which was attended by 41 private firms and public agencies many of which sent CCNY alumni to recruit at the most recent fair in February 2024. The event is hosted by the college's Career & Professional Development Institute in partnership with the Spitzer School.
- o In fall 2023, the Spitzer School introduced an Alumni Lunch and Learn Panel Series, inviting alumni who have pursued a variety of career paths with their professional education. The fall semester featured one panel organized with Endeavor, a company in which Spitzer alumni work to develop more sustainable solutions for data centers. The spring semester included two panels. The first one highlighted alumni working in architectural lighting design, community engagement, and fashion; the second panel featured alumni working in construction and engineering.
- As part of the semesterly Sciame Lecture Series, the Spitzer School hosts an alumni panel featuring alumni whose professional work and research dovetails with the series theme.
- The school hosts an annual awards ceremony each spring for continuing students who have won internal and external scholarships or other types of awards. Donors and employers supporting certain awards are invited to attend. This promotes networking and a culture of excellence. A full list of annual awards is included as evidence.

Ongoing offerings and engagements:

- Engagement with the CCNY Architecture Alumni Group, including an annual Speed Mentoring event, comprised of a portfolio and resume review as well as networking opportunities.
- The Architectural League of New York's Mentorship Program. This program, which CCNY joined in 2019, pairs current students with practicing professionals who are recruited as mentors by the Architectural League. Participation is limited to three local public schools of architecture with large numbers of students from groups underrepresented in architecture. Mentor-mentee pairs meet throughout the academic year in both one-on-one meetings as well as in group activities and networking events structured by the Architectural League.
- O While the League's program is by far the most robust mentorship program we participate in, we also partner with other local organizations that are building professional mentorship programs for affinity-based groups such as the Build Out Alliance for LGBTQIA students interested in the AEC industry, WX Women in Real Estate, and the Urban Land Institute's Women's Leadership Institute, among others.
- Membership opportunities in pre-professional clubs which connect students with professional networks of practicing architects: the Spitzer School chapters of AIAS and NOMAS. Spitzer students in architecture programs are able to attend AIAS, NOMAS, and APT conferences, with operational and financial support from the dean's office.
- The Graduate Architecture Club (GARC), open to students in the M.Arch and M.S.Arch programs. This student-led club, officially registered with the college and advised by a faculty member, elects its own leaders. Club members regularly schedule events including tours of professional offices, tours of projects in construction, and a portfolio mentoring event, to which recent alumni are invited.
- As described in 5.4.2, the school has active architecture licensing advisors on staff and within the AIAS chapter.
- The Architecture Library has a collection of recommended ARE study materials.
- Postings from architecture employers are circulated by the advising team and within the Career & Professional Development Institute's Career Connections database throughout the year. These postings are often highlighted on social media by the Architecture Library as well.
- The graduate advisor offers "Graduation Check" meetings to M.Arch students in fall of their third year. These are optional one-on-one meetings to make sure students are positioned for graduation come spring and discuss their professional plans including their job search and possible pursuit of licensure.

Self-Assessment:

This criterion is assessed by several measures:

- Direct assessment of student performance in **ARCH 85600 Professional Practice** on exams and the individual assignment.
- Feedback collected from the Architectural League on its mentorship program via an anonymous form sent to the entire cohort following the conclusion of the program annually.

Summary of Modifications:

- The content of the required professional practice course has evolved to include more material on ethics and equity, including reference to the AIA Guides to Equitable Practice, and alternate forms of practice.
- Many extracurricular activities described above are new or enhanced over the past several years.
- Starting in the next academic year, we will gather feedback from students and employers participating in the annual career fair.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

B.Arch:

Narrative:

Course Overview

Curricular evidence for PC.2 is located in the following courses:

- ARCH 36101 Core Studio 6
- ARCH 51000 Advanced Studio (repeated four times)

Design is at the core of all B.Arch studios taken across ten semesters. The design studio forms the basis of our students' education about the role of the design process in shaping and stewarding the built environment, especially in urban contexts. It is also within the design studio sequence where students learn design methods. The Core Studio sequence occurs in the first six semesters. Therefore, the culminating studio in the sequence, **ARCH 36101 Core Studio 6**, is one primary studio for gauging PC.2; this studio is also the course in which primary evidence is found for SC.5 Design Synthesis. In spring 2024, and planned for spring 2025, students design an Accessory Dwelling Unit (ADU) in a Maine coastal town.

Since they are of limited gross floor area and moderate programmatic scope, ADUs provide an optimum balance of complexity and size enabling students in a single semester to simultaneously examine, engage, and resolve a range of factors including user requirements, regulatory requirements, site conditions, and accessible design while assuring, through measurement of environmental impact, adherence to high standards of sustainable practice.

In the final four semesters, fourth- and fifth-year students register for **ARCH 51000 Advanced Studio** (these studios are also offered as primary evidence for PC.5). Each semester, students are offered seven or eight options of studios based on topics developed by individual faculty members in consultation with the Chair of the Architecture Department. Students in the advanced studios are exposed to design in a range of settings and scales of development from buildings to cities. The advanced studios are also an opportunity for faculty to share their own design research interest with students while also engaging topical subjects. Although there is intentionally a range of studio topics, the majority of the studios focus on the design of specific building types (e.g. affordable housing, ADUs, multigenerational housing, light industry spaces, childcare centers) and the

majority of the studios work on sites in New York City. There are also regular offerings engaging with construction, technology and robotics, history and theory, landscape architecture, and social justice.

Fall 2023 Advanced Studio topics include:

- "Urban Redux," focusing on the transformation of New York City's office towers into residential buildings.
- "At the Water's Edge: The Harlem African Burial Ground Revisited."
- "Just Urban Ecologies: Flatbush African Burial Ground."
- "Form Work," focusing on design research conducted through a series of repetitive sets of drawings and models, leading to a design proposition for a space for light industry in Midtown Manhattan.
- "Home for All: A Mixed-use Supportive Housing Development in the Bronx."
- "Be my Neighbor: The ADU for Aging in Place." B.Arch students' design proposals won top honors and awards in the Montclair Gateway to Aging in Place Accessory Dwelling Unit design competition.
- "Robotics, Design, and Architecture: Toward a Robotics-Centered Creative Design Practice."

Spring 2024 Advanced Studio topics include:

- "No Place Like Home: Habitat Strategies for the Inclusion of Latines Immigrants in NYC," focusing on immigrant housing in Queens, NY, with the community partner, Make the Road New York.
- "Childcare Village: Center for Children and their Families," focusing on designing a center for children and their families in Harlem.
- "The Artefactory Laboratory: Micro Scale," focuses on architectural detailing.
- "Hunts Point: Mixed Emotions," focusing on designing housing in Hunts Point in the Bronx, NY. This studio partners with the Bronx AIA Chapter, the Bronx Borough President's Office, and the New York City Economic Development Corporation.
- "Addressing the Public Realm: Following the Earthquakes in Türkiye and Syria," focusing on designing temporary housing using containers for settlements.
- "Viewing, Reading, and Decoding: In-between Surveillance and Free Zones," focusing on books, exploring the relation between text and images, building visual apparatus, and studying decoding devices to interrogate the world.
- "Design-Build: A Merzbau for the NAC," focusing on a design-build project in the North Academic Center (NAC) on the CCNY campus. This studio partners with and is financially supported by CAPACity, a program administered by the Provost's Office of Experiential Learning.

Embedded within the rich offerings of **ARCH 51000 Advanced Studio** sections are the common student learning outcomes related to PC.2, including:

- Students demonstrate the ability to respond to studio discourse and feedback in a consistent and clear manner throughout the semester as demonstrated in the evolution and development of design work.
- Students demonstrate the ability to utilize both digital and manual drawing and model-making techniques to precisely and creatively represent architectural ideas.
- Students demonstrate an understanding of the theoretical and applied research methodologies and practices used during the design process, and test and evaluate recent innovations in the field of architecture.
- Students demonstrate the ability to prepare a comprehensive program for an architectural project that includes such tasks as: an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.
- Students demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project, in different settings and scales of development,

from buildings to cities. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

Self-Assessment:

This criterion is assessed by several measures:

- Following benchmarks across B.Arch studios, it is desired that 85% of students receive a grade of "B" or above on each assignment in **ARCH 36101 Core Studio 6**. To ascertain this outcome, data on student performance is collected on design outputs correlated with this criterion.
- **ARCH 36101 Core Studio 6** is indirectly assessed by a professional architect who comprehensively evaluates 20% of student work across the sections of this studio.
- Each semester a few days after final reviews are concluded, the B.Arch studio faculty gather for a 4-hour Core Studio Assessment Session. Studio Coordinators, the Department Chair, and the School Dean also attend. Faculty present studio design work with a focus on pedagogical self-assessment and reflection. Presentations are organized around a series of questions about self-assessment provided by the Chair of the Architecture Department. Meeting minutes are kept.
- More focused semesterly meetings among the design faculty who coordinate the Core Studio sequence assess the studios in relation to the curriculum. Minutes are kept.
- Following benchmarks across B.Arch studios, it is desired that 85% of students receive a grade of "B" or above on final design projects in ARCH 51000 Advanced Studio. To ascertain this outcome, data on student performance is collected on design outputs correlated with this criterion.
- A final indirect method of assessment for **ARCH 51000 Advanced Studio** is the data gained from student ranking of studios in the semesterly lotteries. This data tracks student preferences of studio topics and faculty members. The results factor into studio topics in future semesters.

Summary of Modifications:

- The B.Arch program anticipates a curricular adjustment placing **ARCH 36101 Core Studio 6** in the fall semester (flipping the contents of our current **ARCH 35100 Core Studio 5**). This will facilitate more comprehensive building integration for SC.6. This change is expected to take effect in fall 2025.
- The B.Arch program will propose a curricular change to create a seventh semester of Core Studio to
 expand the teaching of core competencies. As this will require a new studio in the curriculum, the
 process will take a year to implement to move through the required channels. As this would only
 eliminate one semester of ARCH 51000 Advanced Studio, we don't anticipate that it will impact how
 the B.Arch program handles PC.2
- ARCH 24001 Portfolio Review was traditionally offered in the spring semester of the second year. It
 has recently been moved to the spring semester of the third year and the course will be assigned 1
 credit. The portfolio review will be used as a "gate" into the Advanced Studio sequence. Because
 portfolio review has not had credits associated with it, although it is a requirement, it has been
 difficult to properly assess. Moving forward, we will integrate portfolio review into our assessment
 process.

M.Arch:

Narrative:

Course Overview

Preparation for PC.2 is located in the following courses:

- ARCH 73100 Architecture Studio 1.3 (renamed Foundation Studio I in fall 2024)
- ARCH 61001 Digital Techniques (renamed Visualization I in fall 2024)
- ARCH 62100 Architectural Studio 1.2 (renamed Foundation Studio II in spring 2024)
- ARCH 62001 Visual Studies (renamed Visualization II in spring 2024)

Curricular evidence for PC.2 is located in the following courses:

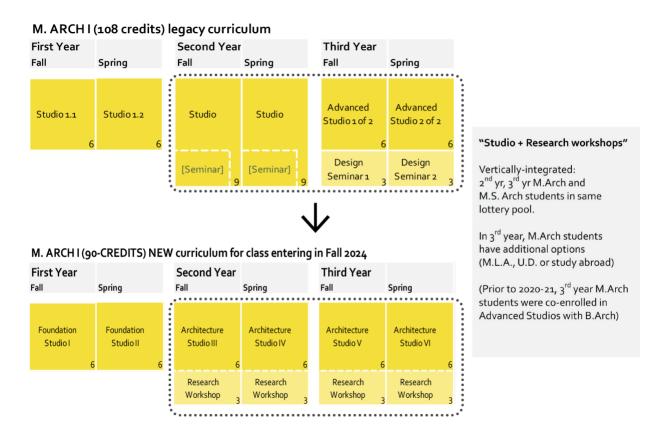
- ARCH 73100 Architecture Studio 1.3 (renamed Architecture Studio III in fall 2024)
- ARCH 74100 Architecture Studio 1.4 (renamed Architecture Studio IV in spring 2024)
- ARCH 85100 Advanced Studio (repeated two times, renamed Architecture Studio V and VI in 2024-25)

The sequence of design studios and visualization courses form the core of our students' education about the role of the design process in shaping and stewarding the built environment. It is also within the design studio sequence that they learn design methods. All students are exposed to design in a range of settings and scales of development from buildings to cities.

Course Overview

In the first foundational year of the program, students take a 6-credit studio and a 3-credit visualization course each semester. These courses systematically introduce all students to a consistent set of design methods and representational tools. The aim is for all students to have a common experience. We provide incoming students with little to no prior experience in architectural design—typically, about half of each incoming class—with a rapid learning curve so that at the end of the year they feel confident and prepared to engage in advanced design. For incoming students with a pre-professional degree in architectural studies, we aim to challenge them to deepen and diversify their skills and approaches to design.

In the second and third years, students take a series of vertically integrated 6-credit studios, paired each semester with a 3-credit design research seminar: **ARCH 73100 Architecture Studio 1.3, ARCH 74100 Architecture Studio 1.4,** and **ARCH 85100 Advanced Studio**. (In the legacy curriculum, second year students remained *technically* enrolled in a single 9-credit studio; however, it has been taught since 2020-21 as if it were the two-course combination. This pedagogical approach is codified in the newly adopted curriculum, officially implemented in fall 2024).



Students are placed in these "Studio + Research workshops" at the beginning of the year via lottery. Second year students are permitted to select and rank one of three architecture-only studios, while third year students have more options, including selecting a graduate-level urban design or landscape architecture studio, or studying abroad for a semester in one of our exchange programs (currently, in Spain or Germany). From 2020-2021 through 2023-2024, these studios were conceived as year-long engagements, with the same set of students and faculty (with some exceptions) in both fall and spring.

The studios are enriched with invited lecturers, technical workshops, field trips (local day trips or overnight visits to sites across the U.S., such as Austin, Puerto Rico, Chicago, Arizona, Pittsburgh, and Miami), and funding for supplies.

It is during these architecture studios, in which students from the second and third years study together, alongside students in our post-professional M.S.Arch program, that the requirements of PC.2 are assessed.

See the syllabi for the following studios, taught under various course numbers during the 2023-24 academic year:

- "Archipelagic Estates of Puerto Rico," focuses on critically addressing the exigencies of climate change along the south-east coast of the island, collaborating with local environmental stewardship organizations.
- "Same as It Never Was: Addressing the US Housing Crisis by Design," focuses on researching the long roots of the US housing crisis and designing middle-density infill housing for neighborhoods in Chicago and Camden.
- "The Crux: Climbing Gym in Harlem as a Third Place," focuses on the detailed design of a new infill building, with features to make it accessible to all, on 125th Street in Harlem.
- "Technologic," focuses on investigating dynamic relationship between technology and landscape, using the site of Flushing Meadows Corona Park," (MLA studio, open to third year M.Arch students, fall only)
- "Liberating Hypothesis for Communal Living: Space & Governance," focuses on the urban scale and governing infrastructural systems, with sites in New York and Austin (Urban Design studio, open to third year M.Arch students)

The specific learning objectives for PC.2, common to all the studios, are:

- Development and application of a process for shaping the built environment through design.
- Application of methods for integrating multiple factors into a design process, working in at least two scales.

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed by faculty in individual student assessment reports and the overall grades in the studio portion of the course. The general benchmark in the M.Arch program is for all students to maintain a certain minimum grade point average of 3.0 in all courses, including studio.
- Each semester at the three-quarters mark, students and faculty of all the Studio + Research workshop experiences in the school gather in the auditorium to share a selection of work-in-progress (research output and studio designs) in rapid fire 7-minute presentations. These "Graduate Sharing Sessions" provide a fertile opportunity for all to absorb a cross-sectional "snapshot" of research and design activities across the graduate design programs. Students are invited to comment and ask questions.
- Each semester a few days after final reviews are concluded, the studio, research workshop, and visualization course faculty in all the graduate programs of the Spitzer School (M.Arch, M.S.Arch, M.L.A, and M.U.P. in Urban Design) gather for a 4-hour Graduate Studio Assessment Session.
 Program Directors, the Department Chair, and the School Dean also attend. Faculty present a cross-section of studio design work with a focus on pedagogical self-assessment and reflection.

- Presentations are organized around a series of questions about self-assessment provided by the Chair of the Architecture Department. Meeting minutes are kept.
- On a monthly basis, the Graduate Program Steering group meets; topics relating to the "Studio +" outcomes among the graduate student body may be on the agenda. The group comprises the directors of all graduate programs, the Dean, the Chair, and the Director of Graduate Affairs, who sets the agenda and keeps notes.

Summary of Modifications:

- The approach to design in studios has changed considerably in recent years, both to permit more breadth and depth in the offerings and topics for M.Arch students in both the second and third years, and to facilitate fertile cross-enrollment opportunities with the M.S.Arch, M.L.A. and M.U.P. in Urban Design programs, reducing silos.
- The new curriculum was developed and adopted with a goal of codifying the practice in the graduate programs since the 2020-21 academic year of vertically integrating the second- and third-year studios (mixing the students together, to provide them with more choices and agency) and of linking a 6-credit studio with a 3-credit design workshop seminar, with a shared teaching team.
- Based on assessments including from students, as well as a need for more flexibility in faculty teaching assignments, acknowledged by leadership at all levels, a decision was taken to revert to semester-long studios in all graduate programs. Starting in the 2024-25 academic year, graduate students will participate in a placement lottery on a semesterly, rather than an annual basis.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

B.Arch:

Narrative:

Course Overview

Curricular evidence for PC.3 is located in the following courses:

- ARCH 12000 Core Studio 2
- ARCH 35302 Site Technology (renamed Urban Site Analysis starting in fall 2024)
- ARCH 36501 Construction Technology 3

The B.Arch program addresses Ecological Knowledge and Responsibility in required studio courses and in required courses in the construction technology sequence.

The second of six core studios, **ARCH 12000 Core Studio 2**, is themed "Environments." Taken in the spring semester of the first year, this studio course focuses on analysis. Students study examples of vernacular dwellings in relation to local materials, local environments, and climate zones. Through hand drawing, digital representation, model making, and research, students address these three issues at the building scale. To conceptualize the lessons of vernacular architecture in relation to architectural practice, a lecture by an architect with a specialty in contemporary bamboo constructions introduces students to the present-day applications of non-industrial building materials.

The course's learning outcomes in relation to PC.3 include:

- The ability to think holistically and critically about architecture's relation to the climate crisis.
- The ability to understand ecological and sustainably principles in architecture.

In addition to instilling in students a holistic understanding of the dynamics between built and natural environments, students are also introduced to foundational approaches to building performance analysis through a sun path and daylight simulation analysis of one of the case studies. This exercise has the following outcome:

• Students learn fundamental principles of building performance analysis by creating sectional diagrams addressing light, heat, and ventilation.

This foundational understanding of building performance analysis is developed further in subsequent semesters, as students are introduced, as explained below, to more comprehensive building performance analysis tools.

Students are next introduced to ecological knowledge in the fall semester of the second year, in **ARCH 32301 Site Technology** (co-enrolled with M.Arch students in ARCH 73500 Site Design). Designing a building in relation to the urban scale, the course centers adaptation and resilience principles while exploring the complex dynamics between built and natural environments constituting cities more broadly. In the course, two primary learning objectives are to:

- Understand the importance of sites and contexts to environmental stewardship, resilient design, and the sustainable practice of architecture, with consideration of the intersection of architecture with geomorphology, urban morphology, and urban planning.
- Grapple with the dynamic between built and natural environments, and the roles and responsibilities of architects in mitigating and reducing damaging impacts of climate change.

The first learning objective, regarding the importance of sites and contexts, is addressed in several course lectures, with related exam questions:

- Understanding Sites and Contexts
- Documenting Urban Sites
- Reading Context and Urban Patterns
- Grading the Site
- Grading for Stormwater Management

Concepts are reinforced in paired individual 2-week long assignments:

- Exercise C: Making a Basemap with ArcGIS Pro software
- Exercise E: Site Grading

The second learning objective, regarding the dynamic between built and natural environments at the urban scale, is addressed in course lectures, with related exam questions:

- Towards the Resilient Sustainable City
- Urban Site Design Strategies Sun, Wind, Water

Concepts are reinforced in the final assignment:

Final Module: Site/Massing Schematic Design Vignette

In the spring semester of the third year, **ARCH 36501 Construction Technology 3** teaches ecological knowledge at the building scale. One of the primary goals of the course (co-enrolled with M.Arch students in ARCH 74501 Environmental Systems) is to:

• Provide a general introduction to the various aspects of architectural technology, including environmental design and control, and basic principles of passive and active design.

The goal is addressed in several lectures, with related questions on the midterm exam, during the first third of the course:

- Sustainable Design and Energy
- Climate and Microclimate
- Thermal Comfort, Heat Transfer, and Thermal Envelope
- Solar Geometry and Passive Solar

Passive Cooling and Shading

Concepts are reinforced in exams and assignments:

- The midterm and final exams assess students' grasp of foundational knowledge.
- Class assignments ask students to address resilient cooling in New York City.
- Students analyze several climactic parameters for a single location, including ambient temperature, precipitation, wind, and solar path data.
- Students develop schematic building design analysis of environmental performance, using the applied energy efficient design software, Sefaira (which is introduced in ARCH 35100 Core Studio 5 in the previous semester and used concurrently in ARCH 36101 Core Studio 6).

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed by collecting data on student performance on studio assignments and selected exam questions.
- It is indirectly assessed by weekly coordination meetings of the lead faculty member of each course with the leaders of individual sections, both to discuss the outcomes of students' work on assignments and to calibrate scores and grades for the work.

Summary of Modifications:

- Introductory instruction of building performance analysis has been part of ARCH 12000 Core Studio 2 since 2021, and students have conventionally done well with this exercise. Planned modification will depend on understanding the long-term relationship between this exercise and the introduction, in subsequent semesters, of more advanced energy efficient design software, as noted below.
- Over the past several years, the Site Technology course has been entirely updated and redesigned, to focus
 less on conventional site design content (such as laying out a parking lot) and more on new content, such
 as on sustainable and resilient design, socio-economic contexts, and the impacts of climate change on the
 built environment. These changes are codified in the new curriculum and the new course title of Urban Site
 Analysis; the new content aligns well with the NAAB 2020 Conditions.
- The Environmental Systems course has more focus on building design analysis of environmental performance, using the applied energy efficient design software Climate Studio and Sefaira.

M.Arch:

Narrative:

Course Overview

Curricular evidence for PC.3 is located in the following courses:

- ARCH 73500 Site Design (renamed Urban Site Analysis starting in fall 2024)
- ARCH 62100 Architecture Studio 1.2 (renamed Foundation Studio II in fall 2024)
- ARCH 74501 Environmental Systems (renamed Construction Technology III starting in fall 2024)

A holistic understanding of the dynamics between built and natural environments is instilled early. In their first semester, students take **ARCH 73500 Site Design** (co-enrolled with B.Arch students in ARCH 32301 Site Technology). Treating architecture in relation to the urban scale, the course centers adaptation and resilience principles while exploring the complex dynamics between built and natural environments constituting cities more broadly.

In ARCH 73500 Site Design, two primary learning objectives are to:

- Understand the importance of sites and contexts to environmental stewardship, resilient design, and the sustainable practice of architecture, with consideration of the intersection of architecture with geomorphology, urban morphology, and urban planning.
- Grapple with the dynamic between built and natural environments, and the roles and responsibilities of architects in mitigating and reducing damaging impacts of climate change.

The first learning objective, regarding the importance of sites and contexts, is addressed in several course lectures, with related exam questions:

- Understanding Sites and Contexts
- Documenting Urban Sites
- Reading Context and Urban Patterns
- Grading the Site
- Grading for Stormwater Management

Concepts are reinforced in paired individual 2-week long assignments:

- Exercise C: Making a Basemap with ArcGIS Pro software
- Exercise E: Site Grading

The second learning objective, regarding the dynamic between built and natural environments at the urban scale, is addressed in course lectures, with related exam questions:

- Towards the Resilient Sustainable City
- Urban Site Design Strategies Sun, Wind, Water.

Concepts are reinforced in the final assignment:

• Final Module: Site/Massing Schematic Design Vignette

These concepts are reinforced during the following semester in **ARCH 62100 Architecture Studio 1.2**. The ethos of the studio is as follows:

Practitioners of the discipline of architecture use conscious design choices to make places for people
with the capacity to support and inspire a multitude of activities. Taken together, these intentionally
designed places and the infrastructures that connect them comprise the *habitat* of human societies,
i.e. *our built environment*. In collaboration with others, architecture practitioners engage in a series of
acts: they select, acquire, and prepare sites; they determine dimensions and proportions; they define,
gather, and assemble materials.

Students design two small building projects. For each, a primary construction system using renewable materials is specified to the students. The system is chosen to fit the climatic and regional context of the project. In recent years, the specified systems have been either light wood framing, mass timber, or earth architecture (rammed earth or adobe). In spring 2023, a weeklong exercise in calculating *embodied carbon* was incorporated into the studio.

During the following year, students are co-enrolled in the required course called ARCH 36501 Construction Technology 3 in B.Arch and **ARCH 74501 Environmental Systems** in M.Arch. In the course, students focus on this criterion at the building scale. One of the primary goals is to:

 Provide a general introduction to the various aspects of architectural technology, including environmental design and control, and basic principles of passive and active design.

The goal is addressed in several lectures, with related questions on the midterm exam, during the first third of the course:

- Sustainable Design and Energy
- Climate and Microclimate
- Thermal Comfort, Heat Transfer and Thermal Envelope
- Solar Geometry and Passive Solar
- Passive Cooling and Shading

Concepts are reinforced in exams and assignments:

• The midterm and final exams assess students' grasp of foundational knowledge. Class assignments ask students to address resilient cooling in New York City. They learn to analyze several climactic parameters for a single location: ambient temperature, precipitation, wind, solar path data. Also, they develop schematic building design analysis of environmental performance, using the applied energy efficient design software Sefaira.

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed by collecting data on student performance on selected exam questions.
- It is indirectly assessed by weekly coordination meetings of the lead faculty member of each course
 with the leaders of individual sections, both to discuss the outcomes of students' work on
 assignments and to calibrate scores and grades for the work.

Summary of Modifications:

- Over the past several years, the Site Design course has been entirely updated and redesigned, to focus less
 on conventional site design content (such as laying out a parking lot) and more on new content, such as on
 sustainable and resilient design, socio-economic contexts, and the impacts of climate change on the built
 environment. These changes are codified in the new curriculum and the new course title of Urban Site
 Analysis; the new content aligns well with the NAAB 2020 Conditions.
- The Environmental Systems course has more focus on building design analysis of environmental performance, using the applied energy efficient design software Climate Studio and Sefaira.
- The second M.Arch studio in the foundation year has been retooled to integrate design with renewable materials and systems, conveying to students early in their professional education a sense of responsibility to use design to help mitigate climate change.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

B.Arch:

Narrative:

Curricular evidence for PC.4 is located in the following courses:

- AES 21200 The Built Environment of New York
- AES 23202 Survey of World Architecture 1 (renamed Histories of World Architecture 1 starting in fall 2024)
- AES 24202 Survey of World Architecture 2 (renamed Histories of World Architecture 2 starting in fall 2024)
- ARCH 35202 Survey of World Architecture 3 (renamed Histories of World Architecture 3 starting in fall 2024)
- ARCH 47202 Survey of World Architecture 4 (removed starting in fall 2024)

The B.Arch program has a rigorous and expansive instruction in the history and theory of architecture and urbanism. At the core of this instruction is a sequential history sequence that challenges students to connect past and present, local to global, and history and design.

In the B.Arch program, students begin with AES 21200 The Built Environment of New York

in the spring of their first year. This course introduces students to New York City as a laboratory of historical experiments in both designing and understanding the local built environment.

The four-semester Survey of World Architecture sequence establishes a foundation for assessing the aesthetic, environmental, political, social, economic, and philosophical implications of making buildings throughout history and their impact on our world. The courses are global in breadth with at least ¼ of the subject matter covered in each course located beyond the European and Northern American context. The sequence challenges students to consider how they might choose to transform society through the buildings, cities, and environments they create. The courses are organized chronologically and are taught sequentially, beginning in the fall semester of the second year:

- **AES 23202 Survey of World Architecture 1** covers the prehistoric period through the fourteenth century;
- AES 24202 Survey of World Architecture 2 covers the fifteenth through the eighteenth century;
- ARCH 35202 Survey of World Architecture 3 covers the nineteenth century;
- ARCH 47202 Survey of World Architecture 4 covers the twentieth and twenty-first centuries.

The Architecture Department also offers B.Arch students a "concentration" in architectural history (in New York State a "minor" is not allowed in the department of the major). To complete the "concentration," students must complete the Survey of World Architecture sequence and complete an additional 15 elective credits drawn from architectural history electives at the Spitzer School.

Self-Assessment:

In the four-semester sequence, we have undertaken a thorough assessment process for **AES 24202 Survey of World Architecture 2** and **ARCH 47202 Survey of World Architecture 4**. These courses have been selected for assessment because they complete the overarching learning objectives of the two phases of the architectural history curriculum:

- In the first two semesters, students acquire foundational knowledge.
- In the second two semesters, students demonstrate critical thinking and analytic skills.

Summary of Modifications:

• The required history sequence will undergo two major changes as a result of the 2021-22 and 2022-23 curricular revisions that reduced the overall credits of the B.Arch and M.Arch programs. First, the faculty decided to reduce the sequence to three semesters (in addition to maintaining the first class on New York City). The courses will remain comprehensive in coverage, although they will be less exhaustive. Second, the faculty decided to rename the sequence Histories of World Architecture, 1, 2, and 3. By eliminating the contested term "survey" from the course titles, the faculty seeks to redress the implicit, Eurocentric premise on which the notion of a "survey" rests. These changes will be implemented for students starting the programs in fall 2024.

M.Arch:

Narrative:

Curricular evidence for PC.4 is located in the following courses:

- ARCH 61201 Survey of World Architecture 1 (renamed Histories of World Architecture 1 starting in fall 2024)
- ARCH 62201 Survey of World Architecture 2 (renamed Histories of World Architecture 2 starting in fall 2024)
- ARCH 73201 Survey of World Architecture 3 (renamed Histories of World Architecture 3 starting in fall 2024)
- ARCH 85201 Survey of World Architecture 4 (removed starting in fall 2024)

The M.Arch program has a rigorous and expansive instruction in the history and theory of architecture and urbanism. At the core of this instruction is a sequential history sequence that challenges students to connect past and present, local to global, and history and design.

The four-semester Survey of World Architecture sequence establishes a foundation for assessing the aesthetic, environmental, political, social, economic, and philosophical implications of making buildings throughout history and their impact on our world. The courses are global in breadth with at least ¼ of the subject matter covered in each course located beyond the European and Northern American context. The sequence challenges students to consider how they might choose to transform society through the buildings, cities, and environments they create. The courses are organized chronologically and are taught sequentially, beginning in the fall semester of the second year:

- ARCH 61201 Survey of World Architecture 1 covers the prehistoric period through the fourteenth century;
- ARCH 62201 Survey of World Architecture 2 covers the fifteenth through the eighteenth century;
- ARCH 73201 Survey of World Architecture 3 covers the nineteenth century;
- ARCH 85201 Survey of World Architecture 4 covers the twentieth and twenty-first centuries.

Self-Assessment:

In the four-semester sequence, we have undertaken a thorough assessment process for **ARCH 61201 Survey of World Architecture 2** and **ARCH 85201 Survey of World Architecture 4**. These courses have been selected for assessment because they complete the overarching learning objectives of the two phases of the architectural history curriculum.

- In the first two semesters, students acquire foundational knowledge.
- In the second two semesters, students demonstrate critical thinking and analytic skills.

Summary of Modifications:

• The required history sequence will undergo two major changes as a result of the 2021-22 and 2022-23 assessment process that reduced the overall credits of the B.Arch and M.Arch programs. First, the faculty decided to reduce the sequence to three semesters. The courses will remain comprehensive in coverage, although they will be less exhaustive. Second, the faculty decided to rename the sequence Histories of World Architecture, 1, 2, and 3. By eliminating the contested term "survey" from the course titles, the faculty seek to redress the implicit, Eurocentric premise on which the notion of a "survey" rests. These changes will be implemented for students starting the programs in fall 2024.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

B.Arch:

Narrative:

Course Overview

Curricular evidence for PC.5 is located in the following courses:

ARCH 51000 Advanced Studio (repeated four times)

The principal curricular means by which B.Arch students engage and participate in architectural research to test and evaluate innovation in the field is in **ARCH 51000 Advanced Studio**. In the final four semesters, fourth- and fifth-year students register for **ARCH 51000 Advanced Studio** (these studios are also offered as

primary evidence for PC.2). Each semester, students are offered seven or eight options of studios based on topics developed by individual faculty members in consultation with the Chair of the Architecture Department. The advanced studios are an opportunity for faculty to share their own design research interest with students while also engaging topical subjects. Although there is intentionally a range of studio topics, the majority of the studios focus on the design of specific building types (e.g. public housing, ADUs, childcare centers) and the majority of the studios work on sites in New York City. There are also regular offerings engaging with construction, technology and robotics, history and theory, landscape architecture, and social justice.

Fall 2023 Advanced Studio topics include:

- "Urban Redux," focusing on the transformation of New York City's office towers into residential buildings.
- "At the Water's Edge: The Harlem African Burial Ground Revisited."
- "Just Urban Ecologies: Flatbush African Burial Ground."
- "Form Work," focusing on design research will be conducted through a series of repetitive sets of drawings and models, leading to a design proposition for a space for light industry in Midtown Manhattan.
- "Home for All: A Mixed-use Supportive Housing Development in the Bronx."
- "Be my Neighbor: The ADU for Aging in Place."
- "Robotics, Design, and Architecture: Toward a Robotics-Centered Creative Design Practice."

Spring 2024 Advanced Studio topics include:

- "No Place Like Home: Habitat Strategies for the Inclusion of Latines Immigrants in NYC," focusing on immigrant housing in Queens, NY, with the community partner, Make the Road New York.
- "Childcare Village: Center for Children and their Families," focusing on designing a center for children and their families in Harlem.
- "The Artefactory Laboratory: Micro Scale," focusing on architectural detailing.
- "Hunts Point: Mixed Emotions," focusing on designing housing in Hunts Point in the Bronx, NY. This
 studio partners with the Bronx AIA Chapter, the Bronx Borough President's Office, and the New York
 City Economic Development Corporation.
- "Addressing the Public Realm: Following the Earthquakes in Türkiye and Syria," focusing on designing temporary housing using containers for settlements.
- "Viewing, Reading, and Decoding: In-between Surveillance and Free Zones," focusing on books, exploring the relation between text and images, building visual apparatus, and studying decoding devices to interrogate the world.
- "Design-Build: A Merzbau for the NAC," focusing on a design-build project in the North Academic Center (NAC) on the CCNY campus. This studio is partnered with and is financially supported by CAPACity, a program administered by the Provost's Office of Experiential Learning.

Embedded within the rich offerings of the **ARCH 51000 Advanced Studio** sections are the common student learning outcomes related to PC.5, including:

 Students demonstrate an understanding of the theoretical and applied research methodologies and practices used during the design process, and test and evaluate recent innovations in the field of architecture.

In addition to the advanced studio sequence to engage in research and innovation within the expanded studio context, B.Arch students are also exposed to innovative ideas, in non-curricular settings, by attending talks by the varied speakers invited to our lecture series and by applying for opportunities to work (for hourly pay) alongside faculty who have received funded research grants administered through the college, such as in the Bond Center for Urban Futures, the Robotics Lab, and the Advanced Building Construction (ABC) Lab.

Self-Assessment:

- Following benchmarks across B.Arch studios, it is desired that 85% of students receive a grade of "B" or above on final design projects in ARCH 51000 Advanced Studio. To ascertain this outcome, data on student performance is collected on design outputs correlated with this criterion.
- A final indirect method of assessment for ARCH 51000 Advanced Studio is the data gained from student ranking of studios in the semesterly lotteries. This data tracks student preferences of studio topics and faculty members. The results factor into studio topics in future semesters.

Summary of Modifications:

- The B.Arch program will propose a curricular change to create a seventh semester of Core Studio to
 expand the teaching of core competencies. As this will require a new studio in the curriculum, the
 process will take a year to implement to move through the required channels. As this would only
 eliminate one semester of ARCH 51000 Advanced Studio, we don't anticipate that it will impact how
 the B.Arch program handles PC.5.
- New full-time faculty hires with funded research projects and related labs have expanded noncurricular opportunities for students to participate in the testing and evaluation of innovations in the field.

M.Arch:

Narrative:

Course Overview

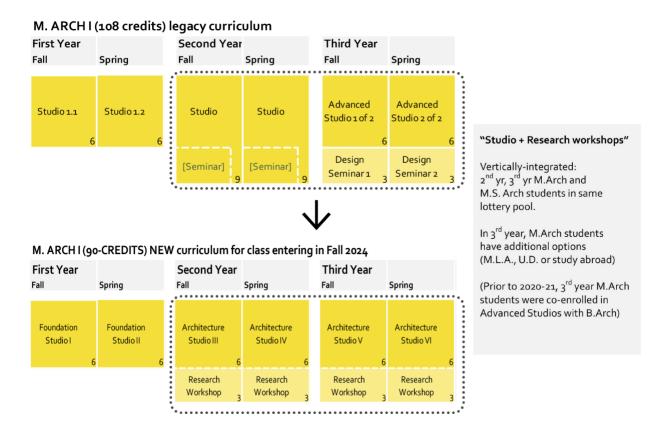
Curricular evidence for PC.5 is located in the following courses:

- Seminar components of ARCH 73100 Architecture Studio 1.3 and ARCH 74100 Architecture Studio 1.4 (renamed ARCH 73501 Research Workshop in 2024-25)
- ARCH 85200 Design Seminar (repeated twice, renamed Research Workshop in 2024-25)

Providing students in the graduate program with enhanced, repeated opportunities to engage and participate in innovative architectural research, often alongside colleagues in our other studio-based graduate programs, is a hallmark of our M.Arch program. It is an aspect that we have strengthened over the past few years. The newly approved curriculum, to be fully implemented with the incoming class in fall 2024, codifies the approach of integrating a 3-credit **Design Seminar** (to be renamed Research Workshop) alongside each 6-credit studio in the second and third years of the program. During the transitional period, ending in fall 2024, second year students were technically enrolled in a 9-credit studio, into which the research seminar is embedded, while third year students were enrolled in two linked courses (formerly, they were formerly taught separately).

The "Studio + Research workshop" during each of four semesters is collaboratively taught by a team of two-three instructors, one taking the lead on the studio (which meets two afternoons per week) and another the lead on the research workshop/seminar (which meets one morning per week). The lines between the two—the studio and workshop—are somewhat malleable, by design, so that the relationship is reciprocal, the activities and investigations of one informing the other and vice versa.

At the beginning of the second year, students are placed, via a lottery, in an architecture-only "Studio + Research workshop." Students in the third year have an expanded set of opportunities; a limited number of seats may be provided in "Studio +" coursework organized by the M.U.P. in Urban Design and M.L.A. programs. A couple of students may be selected to enroll in an exchange semester aboard; in recent years students have studied in Spain and Germany.



The research topics investigated in each Studio + Research workshop mirror the research interests of our illustrious and energetic design faculty. During the 2023-2024 these included:

- "The Same as It Never Was: Addressing the US Housing Crisis by Design," led by Associate Professor Shawn Rickenbacker, Director of the Bond Center for Urban Futures, with Adjuncts Jesse McCormick and Marcus Wilford
- "Archipelagic Estates of Puerto Rico," led by Associate Professor Nandini Bagchee, with Adjunct Pedro
 Cruz Cruz. The studio research seminar, also opened as an elective in fall 2023 to upper-level B.Arch
 students, and other pedagogical activities were funded by an ACSA/Buell Center Grant awarded to
 Bagchee and Cruz Cruz.
- "The Crux: Climbing Gym in Harlem as a Third Place," led by Associate Professor Fran Leadon, with Adjuncts Benjamin Akhavan and Margot Kleinman.
- "Technologic: Investigating Dynamic Relationship Between Technology and Landscape, Flushing Meadows Corona Park," MLA studio led by Assistant Professor Dr. Zihao Zhang and Adjunct Aurash Khawarzad.
- "Liberating Hypothesis for Communal Living: Space & Governance," Urban Design studio led by Professor Julio Salcedo and Adjuncts Carsten Rodin and Marcus Wilford.

The specific learning outcome related to PC.5, common to all, is:

 Application of architecture research methods for testing and evaluating innovative approaches to design.

The outputs of the research components are varied, including data visualizations, policy recommendations, indepth analysis of building and accessibility codes and regulations, multimedia mapping exercises, and novel representations of buildings and landscapes using AI software and other new and emerging tools.

Each "Studio + Research Seminar/Workshop" is provided a funding allowance for enhancements, administered by the program director and supported by graduate student Tuition Surcharge and Academic Excellence fees (see section 5.7). These include: overnight studio trips (to Chicago, Puerto Rico, and Austin in 2023-24) for which flights, accommodations, and many other expenses were fully covered; local day trips; modeling materials and supplies; printing for publications; and hourly fees for invited consultants and expert speakers.

In additional to these repeated opportunities to engage in research and innovation within the expanded studio context, M.Arch students are also exposed to innovative ideas, in non-curricular settings, by attending talks by the varied speakers invited to our lecture series and by applying for opportunities to work (for hourly pay) alongside faculty who have received funded research grants administered through the college, such as in the J.Max Bond Center for Urban Futures, the Fabrication and Robotics Lab, and the Advanced Building Construction (ABC) Lab.

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed by faculty in individual student assessment reports and the overall grades in the studio portion of the course. The general benchmark in the M.Arch program is for all students to maintain a certain minimum grade point average of 3.0 in all courses, including studio.
- Each semester at the three-quarters mark, students and faculty of all the Studio + Research workshop experiences in the school gather in the auditorium to share a selection of work-in-progress (research output and studio designs) in rapid fire 7-minute presentations. These "Graduate Sharing Sessions" provide a fertile opportunity for all to absorb a cross-sectional "snapshot" of research and design activities across the graduate design programs. Students are invited to comment and ask questions.
- Each semester a few days after final reviews are concluded, the studio, research workshop, and visualization course faculty in all the graduate programs of the Spitzer School (M.Arch, M.S.Arch, M.L.A, and M.U.P. in Urban Design) gather for a 4-hour Graduate Studio Assessment Session. Program Directors, the Department Chair, and the School Dean also attend. Faculty present a cross-section of studio design work with a focus on pedagogical self-assessment and reflection. Presentations are organized around a series of questions about self-assessment provided by the Chair of the Architecture Department. Meeting minutes are kept.
- On a monthly basis, the Graduate Program Steering group meets; topics relating to the "Studio +" outcomes among the graduate student body may be on the agenda. The group comprises the directors of all graduate programs, the Dean, the Chair, and the Director of Graduate Affairs, who sets the agenda and keeps notes.

Summary of Modifications:

- The new curriculum codifies the practice in the graduate programs since the 2020-21 academic year
 of vertically integrating the second- and third-year studios (mixing the students together, to provide
 them more choices and agency) and of linking a 6-credit studio with a 3-credit design
 workshop/seminar, with a shared teaching team.
- Changes made since 2020 expand curricular opportunities for M.Arch students to engage and actively participate in architectural research.
- New full-time faculty hires with funded research projects and related labs have expanded noncurricular opportunities for students to participate in the testing and evaluation of innovations in the field.
- Based on assessments including from students, as well as a need for more flexibility in faculty teaching assignments, acknowledged by leadership at all levels, a decision was taken to revert to semester-long studios in all graduate programs. Starting in the 2024-25 academic year, graduate students will participate in a placement lottery on a semesterly, rather than an annual basis.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

B.Arch:

Narrative:

The B.Arch program trains future architects to be leaders in the field, not only in firms but also in public agencies in New York City. To do so, the program ensures that students gain experience in leadership and collaboration, while drawing upon their diverse backgrounds and lived experiences. Leadership and collaboration are cultivated in the B.Arch program, integrated into design studio pedagogy, and encouraged in extracurricular student activities. Furthermore, it is worth mentioning that all students in the B.Arch program are taught by structural engineers and architectural historians, in addition to professional architects and designers.

Several extracurricular activities help build leadership:

- Engagement with the CCNY Architecture Alumni Group, NOMAS, and AIAS. Students take on leadership roles in the clubs, which develop their own programming, including firm tours, speed mentoring sessions, design competitions, and professional development events,
- The Spitzer School annually funds B.Arch student travel to NOMAS and AIAS conferences to acclimate students to different aspects of professional practice.

Several curricular efforts emphasize leadership and collaboration:

The design studio sequence instills confidence, builds leadership through teamwork, and teaches collaboration. Studio instruction in the B.Arch program consciously requires students at all levels to form different kinds of collectives to prepare them to apply effective collaboration skills to solve complex problems. These forms of collaboration are endemic to professional practice. A critical goal of working in this way is to challenge outmoded assumptions about the personal vision of the architect in favor of collectivist forms of architectural practice. Moreover, individual work does not cater to average class sizes in the B.Arch program; classes are no more than 15 students in the Core Studio sequence, a few less in the Advanced Studios of the fourth and fifth years. Faculty members teaching design studio have developed preferred methods for working in pairs, in groups of three or four, or in individual work. Collectivist forms of practice are also used in studio to expose students to multidisciplinary teams and diverse stakeholders in dynamic urban contexts. How these collaborative forms unfold in the design studios is detailed here:

- ARCH 11100 Core Studio 1 and ARCH 12000 Core Studio 2 introduce basic skills of digital and analog representation, making, and critical design thinking through a series of assignments across each semester. Therefore, work is individual and in groups.
- In **ARCH 23000 Core Studio 3**, students begin work in pairs or groups of three, throughout the semester, on the design of a fire station. Students grapple with the needs of firefighters and community members as unique stakeholders in the design process.
- In ARCH 24000 Core Studio 4, students work for the first half of the semester as a collective, across sections, to build a model of 125th Street and draw collectively a continuous street section. During the second half of the semester, students work in pairs or small groups on interventions along 125th Street. Students directly engage with Harlem community members via community partner groups.
- In ARCH 35100 Core Studio 5 and ARCH 36101 Core Studio 6, students work in pairs. In the former case, structural and environmental systems consultants are brought into studio to engage directly with students. In the latter case, students develop a narrative based on needs and desires of a client for an Accessory Dwelling Unit, chosen from a short list of options.
- In ARCH 51000 Advanced Studio, which is taken four times in the fourth and fifth years, faculty announce the ways in which students will work at the lottery where students rank their preferences at the start of the semester. Although stakeholders are not consistent across the seven studios running each semester, many engage community partners. In 2023-24, community partners in these

studios include, among others: Make the Road New York, Brooklyn Community Services, Bronx AIA Chapter, Bronx Borough President's Office, New York City Economic Development Corporation, Caribbean Cultural Center African Diaspora Institute, While We are Still Here, Flatbush African Burial Ground Coalition, and CAPACity, administered through CCNY's Office of Experiential Learning, among others.

Self-Assessment:

- The rates of student membership and involvement in student-led clubs and mentoring activities are tracked.
- Faculty put an enormous amount of care into evaluating and grading students individually through assessment forms shared at midterm and end of term. In these forms, faculty address individual work in relation to the contribution to a given pair or group of students.
- More focused semesterly meetings among the design faculty who coordinate the Core Studio sequence assess the studios. Faculty address the appropriateness of individual, pair, and group work, among other issues. Minutes are kept.
- The B.Arch program has polled students during the Advanced Studio lottery, and most students stated a preference for group work over individual work.

Summary of Modifications:

- Student clubs and CCNY Architecture Alumni Group operate largely independently. The Spitzer School offers feedback as appropriate. The Spitzer School will recommend that these bodies undertake their own assessment processes to reveal necessary modifications.
- Decisions about how students work reflect shifting dynamics, depending on the complexity, scale, and purpose of a given assignment. Therefore, these decisions undergo a constant form of selfassessment on a class-by-class basis according to these factors, among others.

M.Arch:

Narrative:

An ambition of the M.Arch program is to train future leaders of the architecture profession, drawing upon the diverse backgrounds and lived experiences of our students. Program faculty and staff endeavor to provide worthy models of leadership and collaboration in how we govern the program.

One primary way we do this is in collaborative teaching. In the first year, the program director and program faculty collaborate to provide all incoming students with a solid, shared foundation: in design thinking, visualization skills, technologies of site/context and buildings, and architectural histories. This is often a heavy lift for incoming graduate students with little to no prior experience in the field. We aim to provide them not only with skills, but also with a foundation level of confidence in their capacity to succeed.

In coursework, working collaboratively in design teams is explicitly introduced in **ARCH 62100 Architectural Studio 1.2**, the spring studio of the first, foundation year (renamed Foundation Studio II as of fall 2024). The studio has two thematically linked design projects. The first is pursued in teams of two or three students. The learning goal of working collaboratively is explicitly stated. Some students struggle with the shift from "my" and "I" to "our" and "we."

In the third year, as described above under the response to PC.5, students are provided expanded options in the "Studio + Research workshop" lottery; some choose to join a landscape or urban design studio if seats are available, increasing exposure to students in related disciplines and, in many cases, requiring them to work within an interdisciplinary team.

Most of the graduate studios at the Spitzer School include opportunities to engage with diverse stakeholder constituents, rooted in a widely shared understanding among us that architecture is a non-autonomous, placebased endeavor. The context of our academic campus, in Harlem, the storied neighborhood where generations of Black and Latine New Yorkers have made their home, demands this stance. For example, over the 2023-2024 academic year:

- Students in "Archipelagic Estates of Puerto Rico" partnered each semester with an advocacy group on the island, which whom they met regularly via Zoom during the semester and met in person during their studio visit in January 2024. During the fall the partner was Punto Educativo Recreativo y Sociale https://puntoeducativo.org/, and in the spring, it was Iniciativa de Ecodesarrollo de Bahia de Jobos (IDEBAJO) https://idebajo.wordpress.com/.
- Students in "The Same as It Never Was" traveled to Chicago and met with Maurice Cox, then heading up the Chicago Department of Planning and Development and saw alternative approaches to urban development with the Chicago-based Sweet Water Foundation https://www.sweetwaterfoundation.com/.
- Students in "The Crux: Climbing Gym in Harlem as a Third Place" investigated their project program
 through a neighborhood social lens; they also deeply investigated access to the climbing gym by
 differently abled people. Later, during project development, students were able to collaborate with
 invited technical consultants to assist in problem-solving in their building designs.

Non-curricular activities contribute significantly to addressing this criterion. Students are actively engaged in numerous clubs. In addition to the clubs open also to undergraduate students (most significantly, AIAS and NOMAS) graduate students have their own club, the Graduate Architecture Club or GARC. They elect a slate of leaders each semester and actively schedule a robust calendar of activities and events, with only a modicum of faculty and staff input and support. At the level of school governance, M.Arch students annually elect a representative to serve on the 5-member Architecture Department Student Advisory Committee, in conformance with CCNY bylaws.

Finally, students are exposed to mentoring opportunities with a diverse group of professionals, active in the New York City region, who expose them to a range of models of professional practice and public engagement. Specific examples are the highly active and supportive members of the CCNY Architecture Alumni Group and the Architectural League Mentorship Program; since 2019, CCNY has paired a large cohort of B.Arch and M.Arch students with a professional mentor from the Architectural League of New York. More details here: https://archleague.org/mentorship/

Self-Assessment:

This criterion is accessed by several measures:

- We track the rates of student membership and involvement in student-led clubs and mentoring activities
- Faculty put an enormous amount of care into evaluating and grading students individually through assessment forms shared at midterm and end of term. In these forms, faculty address individual work in relation to the contribution to a given pair or group of students.
- Each semester at the three-quarters mark, students and faculty of all the Studio + Research workshop
 experiences in the school gather in the auditorium to share a selection of work-in-progress (research
 output and studio designs) in rapid fire 7-minute presentations. These "Graduate Sharing Sessions"
 provide a fertile opportunity for all to absorb a cross-sectional "snapshot" of research and design
 activities across the graduate design programs. Students are invited to comment and ask questions.
- Each semester a few days after final reviews are concluded, the studio, research workshop, and visualization course faculty in all the graduate programs of the Spitzer School (M.Arch, M.S.Arch, M.L.A, and M.U.P. in Urban Design) gather for a 4-hour Graduate Studio Assessment Session. Program Directors, the Department Chair, and the School Dean also attend. Faculty present a cross-section of studio design work with a focus on pedagogical self-assessment and reflection.

Presentations are organized around a series of questions about self-assessment provided by the Chair of the Architecture Department. Meeting minutes are kept.

Summary of Modifications:

- Beginning in 2020-21, we have gradually shifted our pedagogical approaches to foreground a
 consideration of how to successfully design collaboratively, in pairs and teams, in the studio context.
 The introduction of teamed teaching allows faculty to model these methods. The "Studio + Research
 workshop" configuration can facilitate student engagement with diverse stakeholder constituents.
- The shift back from year-long studios to a semester-long format will allow students to engage in a greater variety of in-studio arrangements, include diverse contexts and dynamic sets of stakeholders. It also will provide more opportunities for students to participate in multidisciplinary teams, particularly in the third year when they may join a studio with landscape architecture and/or urban design graduate students.
- Student clubs and CCNY Architecture Alumni Group operate largely independently. The Spitzer School
 offers feedback as appropriate. The Spitzer School will recommend that these bodies undertake their
 own assessment processes to reveal necessary modifications.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

B.Arch:

Narrative:

Narrative

The program seeks always to foster a positive and respectful learning environment for all students, faculty, and supporting administrators, and staff. At times, this can be a challenging task, particularly when our community is tested by events and ideas that are by their nature divisive. An important tool towards ensuring the desired environment for all is to develop and share a guiding document: the Spitzer School's "Learning, Teaching, and School Culture Guidelines"

These guidelines seek to promote education in design and allied fields through invention, research, respect, tolerance, and collaboration. In the spirit of justice, equity, diversity, and inclusion, the Spitzer School embraces, through all its activities, the stated ideals of the <u>City College of New York's mission</u>. The Spitzer School promotes an atmosphere where ideas are tested and debated within a framework of kindness, mutual support, and intellectual rigor. It prepares students to enter the professions of architecture, landscape architecture, urban design, and related fields with advanced skills and empathy to effect change in the wider environments of the city, nation, and world.

The guidelines are both pragmatic and aspirational. They set out what the members of the Spitzer community expect from each other. This document is subject to revision, by the Spitzer School's Curriculum Committee and Faculty Council, to best serve the evolving needs of community members (see section 5.1.2 for additional description of school and department governance).

Self-Assessment:

- The Spitzer School of Architecture commits to evaluate, on an annual basis, not only the values in this document, but also to evaluate, assess, and be accountable to its implementation.
- When issues arise in relation to individuals or courses concerning Learning and Teaching Culture, undergraduate advisors, the Associate Dean, and the Chair of the Architecture Department are available to help mediate. As specified in the document, there is also a college-wide procedure for filing formal complaints.

Summary of Modifications:

Over the 2023-2024 academic year, the Curriculum Committee of the Architecture Department of the Spitzer School of Architecture (an "open" standing committee which includes a diverse representative set of faculty, students, and administrative staff) developed a new document to update and supersede our former Studio Culture Policy. The Curriculum Committee approved the document on 18 April 2024. The draft was subsequently approved by the Faculty Council of the School on 16 May 2024. Further modifications will be based on the next annual assessment of the document in spring 2025.

M.Arch:

Narrative:

The program seeks always to foster a positive and respectful learning environment for all students, faculty, administrators, and staff. At times, this can be a challenging task, particularly when our community is tested by events and ideas that are by their nature divisive. An important tool towards ensuring the desired environment for all is to develop and share a guiding document: the Spitzer School's "Learning, Teaching, and School Culture Guidelines"

These guidelines seek to promote education in design and allied fields through invention, research, respect, tolerance, and collaboration. In the spirit of justice, equity, diversity, and inclusion, the Spitzer School embraces through all its activities the stated ideals of the City College of New York's mission. The Spitzer School promotes an atmosphere where ideas are tested and debated within a framework of kindness, mutual support, and intellectual rigor. It prepares students to enter the professions of architecture, landscape architecture, urban design, and related fields with advanced skills and empathy to effect change in the wider environments of the city, nation, and world.

The guidelines are both pragmatic and aspirational. They set out what the members of the Spitzer community expect from each other. This document is subject to revision, by the Spitzer School's Curriculum Committee and Faculty Council, to best serve the evolving needs of community members (see section 5.1.2 for additional description of school and department governance).

Self-Assessment:

- The Spitzer School of Architecture commits to evaluate, on an annual basis, not only the values in this document, but also to evaluate, assess, and be accountable to its implementation.
- The Director of Graduate Programs in Architecture and Director of Graduate Affairs, as the primary
 points of contact for M.Arch students, meet weekly; individual or course-related issues concerning
 Learning and Teaching Culture are surfaced and discussed at these meetings.
- When issues arise in relation to individuals or courses concerning Learning and Teaching Culture, the
 Director of Graduate Affairs, the Director of Graduate Programs in Architecture, the Associate Dean,
 and the Chair of the Architecture Department are available to help mediate. As specified in the
 document, there is also a college-wide procedure for filing formal complaints.
- On a monthly basis, the Graduate Program Steering group meets; more general topics relating to Teaching and Learning Culture among the graduate student body may be on the agenda. The group comprises the directors of all graduate programs, the Dean, the Chair, and the Director of Graduate Affairs, who sets the agenda and keeps notes.

Summary of Modifications:

Over the 2023-2024 academic year, the Curriculum Committee of the Architecture Department of the Spitzer School of Architecture (an "open" standing committee which includes a diverse representative set of faculty, students, and administrative staff) developed a new document to update and supersede our former Studio Culture Policy. The Curriculum Committee approved the document on 18 April 2024. The draft was subsequently approved by the Faculty Council of the School on 16 May 2024. Further modifications will be based on the next annual assessment of the document in spring 2025.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

B.Arch:

Narrative:

The program's response to this criterion begins with the student body itself, drawn from a notably diverse set of cultural and social contexts, principally from high schools in the New York City metropolitan area. Similarly, our program faculty and administrative staff are by many measures a richly diverse group.

Course Overview

Curricular evidence for PC.8 is located in the following courses:

- ARCH 24000 Core Studio 4
- ARCH 47202 Survey of World Architecture 4

Within the curriculum, this criterion is advanced in the spring semester of the second year in **ARCH 24000 Core Studio 4**, themed "Histories." Beginning in spring 2024, this required studio for all B.Arch students has been aligned with the Spitzer School's <u>Place, Memory, and Culture Incubator</u>. This initiative is described in the "Leadership, Collaboration, and Community Engagement" portion of the Shared Values section of this document. **ARCH 24000 Core Studio 4** collaborates with community partners to record, visualize, and preserve heritage in Harlem while projecting innovative, resilient cultural and spatial futures. The spring 2024 studio focused on 125th Street; future iterations of the studio will focus on other major transects running river to river, such as 116th Street and 135th Street. In so doing, this studio facilitates an understanding of the diverse cultural and social contexts of the broader Harlem neighborhood in which CCNY and the Spitzer School are nestled. By working directly with community partners in Harlem to develop design interventions, students become directly involved with stakeholders of different backgrounds, resources, and abilities.

This criterion is also located in the sequence of architectural history courses, particularly in the final course in the sequence, **ARCH 47292 Survey of World Arch 4**. The course's main assignment, titled "House Histories," is a research project, which is scaffolded across the semester and which results in a research paper. This assignment asks students to focus on their own homes, whether an apartment, a dorm room, a shelter, or a single-family house. Given the diversity of experiences of Spitzer students, this assignment invites students to center their own histories and heritage as part of the study of architecture in lieu of solely focusing on high-style buildings.

Another mechanism to fulfill the aspect of the criterion concerning helping students translate their understandings of social equity into supportive and inclusive built environments is by example and within our non-curricular activities. This is manifested in the Sciame Lecture Series and the school-wide activities organized by the Justice, Equity, Diversity and Inclusion (JEDI) Committee (see response to "Equity, Diversity and Inclusion" in section 2, Shared Values).

For the past several years, the Sciame Lecture Series has been explicitly themed around speakers and topics that represent diverse sets of social and geographic perspectives:

- Fall 2020: Far South, featuring prominent architects from South America
- Spring 2021: And/Or: Architecture and Geographies of Difference
- Fall 2021: Architectures of Care, on the values of cooperation and commoning
- Spring 2022: Radical Black Space, bringing together architects, preservationists, planners, artists, and historians of color
- Fall 2022: Border Crossings: Architecture and Migration in the Americas
- Spring 2023: Across the Pacific Rim: Architecture and Landscape in Translation
- Fall 2023: Crosscurrents: Architecture, Landscape, and Spatial Practices in Southwest Asia and North Africa
- Spring 2024: Access and Beyond: Architecture and Disability

Taken together, across several years, these series represent a broad web of viewpoints, inclusive of people of widely different backgrounds, who foreground for our students a range of ways to engage in practice and research that supports and includes people of different backgrounds, resources, and abilities. Additionally, the invited speakers, collectively, represent, to our students, designers and researchers that look more like them.

Self-Assessment:

- This criterion is directly assessed in **ARCH 24000 Core Studio 4** by collecting data on student performance on studio projects.
- This criterion is directly assessed in **ARCH 47292 Survey of World Arch 4** by collecting data on student performance on the research paper discussed above.
- Attendance at the Sciame Lecture Series events is loosely tracked. Ideas for increasing attendance
 and engagement are regularly solicited and discussed in faculty meetings. Questions about the
 scheduling, relevance of topics, and attendance will be gauged in the next climate survey at the start
 of the fall 2024 semester.

Summary of Modifications:

- Over the past several years, the architectural history/theory faculty members have been continually
 reviewing and improving the required sequence of courses, as well as elective offerings, to further
 and deepens students' understanding of the diverse cultural and social contexts in which they design,
 and their own place within them.
- Care has been taken to include and expose our students to professionals and scholars with diverse voices and perspectives in multiple instances across the school: to speak in lecture series, to represent their communities as expert consultants, to participate in design reviews, and to teach.

M.Arch:

Narrative:

The program's response to this criterion begins with the student body itself, drawn from a notably diverse set of cultural and social contexts, across the New York City metropolitan area, the United States, and abroad. About half of our recent cohorts of M.Arch students are drawn from a highly diverse pool of graduates of other CUNY and SUNY schools in New York State. Similarly, our program faculty and administrative staff are by many measures a richly diverse group.

Against this backdrop, which, in part, attracts students to study with us, the program furthers and deepens the understandings our students have of diverse cultural and social contexts. We then help them translate that understanding into their designs for the built environment in equitable and supportive ways.

Course Overview

Curricular evidence for PC.8 is located in the following course:

 ARCH 61201 Survey of World Architecture 1 (renamed Histories of World Architecture 1 starting in fall 2024)

Within the curriculum, this criterion is furthered and deepened within the sequence of architectural history courses, particularly in the first course in the sequence, **ARCH 61201 Survey of World Arch 1**. Students undertake a research project, culminating in a research paper analyzing a contemporary building in New York serving Buddhist, Islamic, or Hindu worship, thereby connecting the history of architecture before 1400 to the multicultural and pluralistic society of present-day New York. In so doing, students gain a richer understanding of diverse cultural and social contexts of urban built environments. Moreover, students are required to visit the buildings and interview someone working at the institution, thereby gaining insight into equitably supporting and including people of different backgrounds.

Our primary mechanism to fulfill the aspect of the criterion concerning helping students translate their understandings of social equity into supportive and inclusive built environments is by example and within our non-curricular activities. This is manifested in the Sciame Lecture Series and the school-wide activities organized by the Justice, Equity, Diversity and Inclusion (JEDI) Committee (see response to "Equity, Diversity and Inclusion" in section 2, Shared Values).

For the past several years, the Sciame Lecture Series has been explicitly themed around speakers and topics that represent diverse sets of social and geographic perspectives:

- Fall 2020: Far South, featuring prominent architects from South America
- Spring 2021: And/Or: Architecture and Geographies of Difference
- Fall 2021: Architectures of Care, on the values of cooperation and commoning
- Spring 2022: Radical Black Space, bringing together architects, preservationists, planners, artists, and historians of color
- Fall 2022: Border Crossings: Architecture and Migration in the Americas
- Spring 2023: Across the Pacific Rim: Architecture and Landscape in Translation
- Fall 2023: Crosscurrents: Architecture, Landscape, and Spatial Practices in Southwest Asia and North Africa
- Spring 2024: Access and Beyond: Architecture and Disability

Taken together, across several years, these series represent a broad web of viewpoints, inclusive of people of widely different backgrounds, who foreground for our students a range of ways to engage in practice and research that supports and includes people of different backgrounds, resources, and abilities. Additionally, the invited speakers, collectively, represent, to our students, designers and researchers that look more like them.

Self-Assessment:

- This criterion is directly assessed in **ARCH 61201 Survey of World Arch 1** by collecting data on student performance on the research paper discussed above.
- Attendance at the Sciame Lecture Series events is loosely tracked. Ideas for increasing attendance
 and engagement are regularly solicited and discussed in faculty meetings. Questions about the
 scheduling, relevance of topics, and attendance will be gauged in the next climate survey at the start
 of the fall 2024 semester.

Summary of Modifications:

Over the past several years, the architectural history/theory faculty members have been continually
reviewing and improving the required sequence of courses, as well as elective offerings, to further
and deepens students' understanding of the diverse cultural and social contexts in which they design,
and their own place within them.

- Care has been taken to include and expose our students to professionals and scholars with diverse voices and perspectives in multiple instances across the school: to speak in lecture series, to represent their communities as expert consultants, to participate in design reviews, and to teach.
- Beginning in fall 2024, an annual M.Arch "Studio + Research workshop" experience will be aligned
 with the Spitzer School's <u>Place, Memory, and Culture Incubator</u>. This initiative is described in the
 "Leadership, Collaboration, and Community Engagement" portion of the Shared Values section of this
 document. The goal of introducing this initiative within the M.Arch design studios is to further social
 equity and inclusion efforts across programs at the Spitzer School.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

For SC.1-SC.4: The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its
 assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

B.Arch:

Narrative:

Course Overview

Curricular evidence for SC.1 is located in the following courses:

- ARCH 23000 Core Studio 3
- ARCH 35302 Site Technology (renamed Urban Analysis starting fall 2024)
- ARCH 36501 Construction Technology 3

SC.1 is broadly addressed throughout the B.Arch curriculum. Interior environmental conditions are addressed in the building technology sequence and structural safety is taken up in the structures sequence (See the B.Arch. response to SC.4 Technical Knowledge). Evidence of criterion compliance is provided in three required courses: **ARCH 23000 Core Studio 3** and **ARCH 35302 Site Technology** are taught concurrently in the fall semester of the second year, and **ARCH 36501 Construction Technology 3** is taken in the spring semester of the third year.

Arch 23000 Core Studio 3, themed "Cities," equips students with the understanding and ability to read, analyze, transform, and communicate architectural design embodied in urban settings at multiple scales. Students come to understand that architecture is not an isolated personal practice, but rather a process and result of an architect engaging with multiple actors, diverse systems, and multi-valent forces of urban constructed environments.

The project for this studio is based on designing a new fire station building to house fire companies and community services in East Harlem, New York. This course focuses on urban fire stations' critical role in providing essential services linked to the health, safety, and welfare of the inhabitants at multiple scales and the assets that make up the urban fabric. Students are led to understand this criterion by recognizing that, in addition to providing first response to a range of emergencies, and protecting the community from fires and their spread, firefighters respond to mental health as well as physical emergencies, take care of public spaces, and organize philanthropic campaigns. The primary learning objectives related to SC.1 in the course are:

Students demonstrate the ability to address human health at an architectural and urban scale in
deliverables showing the ways that the building type programmatically facilitates the health and wellbeing of firefighters, including a training room, fitness and wellness area, and medical room, among
other required spaces of the building program.

- Students demonstrate the ability to address safety at an architectural scale in deliverables showing the ways that the building type programmatically and technically facilitates the safety of firefighters though the decontamination area required in the building program.
- Students demonstrate the ability to address safety at the building scale in deliverables showing the ways that the building type programmatically facilitates human safety in the apparatus bay and dispatch center.
- Students demonstrate the ability to address welfare at an architectural and urban scale in deliverables showing the relationship between the building and its neighborhood, including the infrastructural systems that connect them.

ARCH 35302 Site Technology (co-enrolled with ARCH 73500 Site Design in M.Arch) occurs in the fall semester of the second year of the B.Arch program. One primary learning objectives in the course is to:

• Comprehend the design relationship between buildings, sites, and urbanized settings, and how the design of these settings impacts human health, safety, and welfare.

This is primarily addressed in course lectures, with related exam questions:

- Visualizing Data to Understand Site
- The Street and the Block
- Rules and Regulations Zoning

Concepts are reinforced in paired individual assignments:

- Exercise B: Demographic Mapping with Social Explorer
- Exercise F: Zoning Analysis and Massing Diagrams for an architectural site

During the spring semester of the third year, students are co-enrolled in the required course called **ARCH 36501 Construction Technology 3** in B.Arch (and ARCH 74501 Environmental Systems in M.Arch). In the course, students learn about the basics of fire safety and protection systems within buildings. This topic is addressed in a comprehensive lecture, with related questions on the midterm exam:

• Fire Protection & Economics

Self-Assessment:

This criterion is assessed by several measures:

Arch 23000 Core Studio 3 is assessed by:

- Following benchmarks across B.Arch studios, it is desired that 85% of students receive a grade of "B" or above on each design output correlated with this criterion. To ascertain this outcome, data on student performance is collected on design outputs correlated with this criterion.
- Each semester a few days after final review are concluded, the studio faculty gather for a 4-hour Assessment Session. Studio Coordinators, the Department Chair, and the School Dean also attend. A range of student work is shared (virtually, via Zoom) and faculty are asked to speak frankly about the outcomes, the successes and what they might have done differently. Minutes are kept.
- More focused semesterly meetings among the design faculty who coordinate the Core Studio sequence assess the studios in relation to the curriculum. Minutes are kept.

ARCH 35302 Site Technology and ARCH 36501 Construction Technology 3

- It is directly assessed by collecting data on student performance on selected exam questions.
- It is indirectly assessed by weekly coordination meetings of the lead faculty member of each course with the leaders of individual sections, both to discuss the outcomes of students work on assignments and to calibrate scores and grades for the work.

Summary of Modifications:

The assessment process during the 2023-2024 academic year has led to the following modifications for the 2024-25 academic year:

- In Arch 23000 Core Studio 3, students will be required to develop diagrams to better conceptualize health, safety, and welfare at the scale of building and city. To more fully address the building scale, students will be asked to provide diagrams that explain design decisions related to human safety within the building and in exterior public spaces. To more fully address the urban scale, students will be required to include a map showcasing the fire station in relation to the surrounding area, the neighborhood, and the firefighting service coverage area.
- In **Arch 23000 Core Studio 3**, students will no longer develop additional programming, which, in some cases, took time away from the development of the latent programmatic needs of the fire station in relationship to health, safety, and welfare.
- In ARCH 35202 Site Technology, over the past several years, the has been entirely updated and redesigned, to focus less on conventional site design content (such as laying out a parking lot) and more on new content, such as demographic data mapping and graphing, to assist with understand impacts of the built environment and other aspects at the intersection of design and human HSW. These changes are codified in the new curriculum and the new course title of Urban Site Analysis; the new content align well with the NAAB 2020 Conditions.

M.Arch:

Narrative:

Course Overview

Curricular evidence for SC.1 is primarily located in the following courses:

- ARCH 73500 Site Design (renamed Urban Site Analysis starting in fall 2024)
- ARCH 74501 Environmental Systems (renamed Construction Technology 3 starting in fall 2024)
- ARCH 73401 Structures 2 (repositioned in the sequence and renumbered ARCH 85300 Structures II starting in fall 2024)

Supporting content is introduced in the following courses:

- ARCH 62301 Materials of Construction, Small (repositioned in the sequence and renamed ARCH 62301 Construction Technology I in starting in fall 2024)
- ARCH 63101 Materials of Construction, Large (repositioned and renamed ARCH 73301 Construction Technology II in starting in fall 2024)

The program ensures that students understand the impact of the built environment on human health, safety, and welfare (HSW) throughout the curriculum. Urban and site scale conditions are taught in **ARCH 73500 Site Design**, building scale and interior environmental conditions are addressed in the building technology sequence, and structural safety is taken up in the structures sequence. Studio faculty support students in applying and integrating their growing understanding of the impacts of design decisions in their studio projects as they proceed through the program.

Students in both professional programs, B.Arch and M.Arch, are co-enrolled in the required course **ARCH 73500 Site Design** (called ARCH 32301 Site Technology in B.Arch).

One primary learning objectives in the course is to:

• Comprehend the design relationship between buildings, sites, and urbanized settings, and how the design of these settings impacts human health, safety, and welfare.

This is primarily addressed in course lectures, with related exam questions:

- Visualizing Data to Understand Site
- The Street and the Block
- Rules and Regulations Zoning

Concepts are reinforced in paired individual assignments:

- Exercise B: Demographic Mapping with Social Explorer
- Exercise F: Zoning Analysis and Massing Diagrams for an architectural site

During the following year, students are co-enrolled in the required course **ARCH 74501 Environmental Systems** (called ARCH 36501 Construction Technology 3 in B.Arch). In the course, students learn about the basics of fire safety and protection systems within buildings. This topic is addressed in a comprehensive lecture, with related questions on the midterm exam:

• Fire Protection & Economics

Finally, in ARCH 73401 Structures 2, two primary learning objectives are for students to:

- Demonstrate their ability to understand how building structures are designed to withstand gravitational, seismic, and lateral forces.
- Demonstrate selection and application of the appropriate structural systems.

These topics are addressed in course lectures, homework assignments, and related exam problems.

The supporting (secondary) materials in the two required Materials of Construction courses preceding Environmental Systems include readings and lectures concerning building and site safety, introductions to codes, and considerations of occupant well-being.

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed in all three courses by collecting data on student performance on selected exam questions.
- It is indirectly assessed in the Site Design and Environment Systems courses by weekly coordination
 meetings of the lead faculty member of each course with the leaders of individual sections, both to
 discuss the outcomes of students' work on assignments and to calibrate scores and grades for the
 work.

Summary of Modifications:

- Over the past several years, the Site Design course has been entirely updated and redesigned, to
 focus less on conventional site design content (such as laying out a parking lot) and more on new
 content, such as demographic data mapping and graphing, to assist with understand impacts of the
 built environment and other aspects at the intersection of design and human HSW. These changes
 are codified in the new curriculum and the new course title of Urban Site Analysis; the new content
 align well with the NAAB 2020 Conditions.
- Based on student and other feedback, the Director of Graduate Programs in Architecture worked
 with assigned instructors to reintroduce and reinforce foundational knowledge into courses in the
 building technology sequence. These efforts will continue in 2024-25, when the courses will be
 slighted shifted in the M.Arch curriculum sequence.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

B.Arch:

Narrative:

Course Overview

Curricular evidence for SC.2 is located in the following course:

 ARCH 51200 Architectural Management (renamed Professional Practice and Ethics starting in fall 2024) The B.Arch program ensures student understanding of the professional practice of architecture in the required course **ARCH 51200 Architectural Management** (co-enrolled with ARCH 85600 Professional Practice in M.Arch). This course presents a comprehensive overview of current architectural practice and management by introducing students to possible career paths, professional ethics, the fundamental business processes, the legal and regulatory aspects, and the many forces influencing change in the profession and allied professions and fields. Diverse scales and modes of practice are examined within the context of societal, economic, and professional change. The course provides students the opportunity to contemplate their own place within this context, either via traditional modes of practice or by creating alternative paths.

The learning objectives relevant to criterion SC.2 are:

- Students gain an understanding of the role of the professional architect, as a collaborating partner with clients, builders/craftspeople, engineers, communities, and other stakeholders in creating the built environment.
- Students gain an understanding of the responsibilities of the professional architect within the context of ethics and social responsibility.
- Students gain an understanding of organizational structures, project delivery and documentation, legal and financial management, and issues that inform contemporary practice.
- Students gain an understanding of the value of architectural training, and the professional opportunities available within both traditional and alternative career paths.
- Students build professional literacy in all aspects of architectural practice, to prepare them for next steps beyond academia, including lifelong professional development.
- Faculty work with each student to investigate their interests, strengths, and what matters to them; and how to use this information to create their own unique personal goals.

These are addressed in weekly lectures and required readings. They are evaluated in quizzes, midterm exam, a group assignment, and an individual assignment.

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed in this course by collecting data on student performance on selected exam questions, assignments, and final course grades.
- It is indirectly addressed by annual assessment meetings between the faculty member and the departmental chair, recorded in meeting minutes.

Summary of Modifications:

• The content of the required professional practice course has evolved to include more material on ethics and equity, including reference to the AIA Guides to Equitable Practice. Moreover, alternate forms of practice are introduced. The renaming of the course reflects this shift.

M.Arch:

Narrative:

Course Overview

Curricular evidence for SC.2 is located in the following course:

ARCH 85600 Professional Practice (renamed Professional Practice and Ethics starting in fall 2024)

The M.Arch program ensures student understanding of the professional practice of architecture in the required course **ARCH 85600 Professional Practice** (co-enrolled with ARCH 51200 Architectural Management in B.Arch). This course presents a comprehensive overview of current architectural practice and management by introducing students to possible career paths, professional ethics, the fundamental business processes, the

legal and regulatory aspects, and the many forces influencing change in the profession and allied professions and fields. Diverse scales and modes of practice are examined within the context of societal, economic, and professional change. The course provides students the opportunity to contemplate their own place within this context, either via traditional modes of practice or by creating alternative paths.

The learning objectives relevant to criterion SC.2 are:

- Students gain an understanding of the role of the professional architect, as a collaborating partner with clients, builders/craftspeople, engineers, communities, and other stakeholders in creating the built environment.
- Students gain an understanding of the responsibilities of the professional architect within the context of ethics and social responsibility.
- Students gain an understanding of organizational structures, project delivery and documentation, legal and financial management, Issues that inform contemporary practice.
- Students gain an understanding of the value of architectural training, and the professional opportunities available within both traditional and alternative career paths.
- Students build professional literacy in all aspects of architectural practice, to prepare them for next steps beyond academia, including lifelong professional development.
- Faculty work with each student to investigate their interests, strengths, and what matters to them; and how to use this information to create their own unique personal goals.

These are addressed in weekly lectures and required readings. They are evaluated in quizzes, midterm exam, a group assignment, and an individual assignment.

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed in this course by collecting data on student performance on selected exam questions, assignments, and final course grades.
- It is indirectly addressed by annual assessment meetings between the faculty member and the departmental chair, recorded in meeting minutes.

Summary of Modifications:

• The content of the required professional practice course has evolved to include more material on ethics and equity, including reference to the AIA Guides to Equitable Practice. Moreover, alternate forms of practice are introduced. The renaming of the course reflects this shift.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

B.Arch:

Narrative:

Course Overview

Curricular evidence for SC.3 is located in the following courses:

- ARCH 11100 Core Studio 1
- ARCH 35302 Site Technology (renamed Urban Site Analysis starting in fall 2024)
- ARCH 24501 Construction Technology 1
- ARCH 36101 Core Studio 6

The B.Arch program has designed a blueprint for teaching a progressive conceptual and technical approach to Regulatory Context in the curriculum in the required courses of the program's first three years. This blueprint introduces regulatory context at the level of understanding and then at the level of ability.

In **ARCH 11100 Core Studio 1** in the first semester of the first year, students are introduced to building codes in a one-and-a-half-week exercise. This exercise requires that students, first, gather, interpret, and assess foundational knowledge of regulatory practice and, second, apply this foundational knowledge to the design process, albeit at a conceptual level of understanding. After studying select parts of the code related to egress and accessibility in foundational readings, students design wearables to explore ways that the code's required clearances and geometrical constraints mediate our relationship with architecture and urban space.

Primary learning objectives in the course are:

- Students are introduced building codes regulating life-safety and egress.
- Students demonstrate a preliminary ability to deploy them, not just as abstract rules, but as spatial protocols impacting the way we experience and understand space.

The next instance of Regulatory Practice occurs in the second year of the B.Arch curriculum and builds foundational knowledge at the level of understanding. In the fall semester, in the course **ARCH 35302 Site Technology** (co-enrolled with M.Arch students in ARCH 73500 Site Design), the program ensures that students understand the fundamental principles of life-safety, land use, and current laws and regulations that apply to sites in the US, as well as the evaluative processes used to comply.

One primary learning objective in the course is to:

• Understand the theoretical basis for site planning and design in terms of cultural context and prototypical solutions, including the application of zoning regulations to an urban infill site.

This is primarily addressed in course lectures, with related exam guestions:

- Reading Context and Urban Patterns: GIS
- The Street and the Block
- Rules and Regulations Zoning

Concepts are reinforced in paired individual assignments:

• Exercise F: Zoning Analysis and Massing Diagrams for an architectural site

In the spring semester of the second year, in **ARCH 24501 Construction Technology 1**, the first course of a three-semester construction technology sequence, students continue to gain foundational knowledge, through lectures and readings, about life-safety, land use, and building codes demonstrating one aspect of the laws and regulations that apply to buildings and sites in the United States.

In the spring semester of the third year, students demonstrate the ability to integrate regulatory context into the design process in **ARCH 36101 Core Studio 6**, the final design studio of the core curriculum. Specifically, students are required to incorporate regulatory requirements and accessible design within the broader prompts to address SC.5 Design Synthesis, as part of the design of an Accessory Dwelling Unit (ADU) in Portland, Maine.

In ARCH 36101 Core Studio 6, students adhere to the following brief concerning regulatory requirements:

 The project brief outlines the local and site-specific zoning regulations that apply to the design of the ADU, including height restrictions, setbacks, maximum floor area, and lot coverage, all of which a design must comply with. Additionally, students are required to observe the following applicable International Energy Conservation Code (IECC), the 2015 International Residential Code (IRC), code regulations, which relate to life- safety and energy performance. Per the syllabus, students are asked to reference and incorporate aspects of the 2021 IECC and the 2015 IRC code regulations and local fire prevention and protection regulations.

In ARCH 36101 Core Studio 6, students adhere to the following brief concerning accessible design:

All projects must provide basic accommodation so that the first floor can be a fully accessible
dwelling, independent of any upper-floor bedrooms or amenities. Per the syllabus, ADA design and
related standards are provided for reference.

Self-Assessment:

This criterion is assessed by several measures:

•ARCH 11100 Core Studio 1 is assessed by:

- Benchmarks across B.Arch studios as it is desired that 85% of students receive a grade of "B" or above
 on the relevant assignment. To ascertain this outcome, data on student performance is collected on
 this assignment.
- It is indirectly assessed in semesterly all-faculty assessment sessions about the B.Arch Core Studio curriculum.

•ARCH 35302 Site Technology and ARCH 24501 Construction Technology 1 are assessed by:

- Collecting data on student performance on selected exam questions.
- Weekly coordination meetings of the lead faculty member of each course with the leaders of individual sections, both to discuss the outcomes of students work on assignments and to calibrate scores and grades for the work.

•ARCH 36101 Core Studio 6 is assessed by:

- Benchmarks across B.Arch studios as it is desired that 85% of students receive a grade of "B" or above in this course and in design outputs related to this specific criterion. To ascertain this outcome, data on student performance is collected on specific design outcomes related to the criterion.
- Semesterly all-faculty assessment sessions about the B.Arch Core Studio curriculum.

Summary of Modifications:

- The Site Technology and Construction Technology 1 courses have evolved in the past several years to more explicitly include lecture content about regulatory context at both the site scale (NYC zoning) and the building scale, as well as related assignments.
- With the expansion of Regulatory Context within the curriculum, students have shown a keen interest
 in the topic. In response, an elective was offered in spring 2024, entitled Decoding the New York City
 Building Code. In fall 2024 and Advanced Studio for 4th and 5th-year students focuses on ADA
 regulation. Although these courses are not offered to all students, the intention is to introduce this
 material in these more limited venues in order to gauge what specific topics to formalize within the
 required curriculum.

M.Arch:

Narrative:

Course Overview

Curricular evidence for SC.3 is located in the following courses:

- ARCH 35302 Site Technology (renamed Urban Site Analysis starting in fall 2024)
- ARCH 62301 Materials of Construction, Small (repositioned in the sequence and renamed ARCH 62301 Construction Tech I, starting in fall 2024)
- ARCH 61301 Materials of Construction, Large (repositioned in the sequence and renamed ARCH 73301 Construction Tech II, starting in fall 2024)

Supporting content is introduced in the following course:

ARCH 62100 Architecture Studio 1.2 (renamed Foundation Studio II starting in fall 2024)

The M.Arch program aims to instill a layered understanding of the regular context for building and site design in required courses placed the beginning semesters.

The program ensures that students understand the fundamental principles of life-safety, land use, and current laws and regulations that apply to <u>sites</u> in the US, as well as the evaluative processes used to comply, in **ARCH 73500 Site Design** (co-enrolled with B.Arch students in ARCH 53502 Site Technology).

One primary learning objective in the course is to:

• Understand the theoretical basis for site planning and design in terms of cultural context and prototypical solutions, including the application of zoning regulations to an urban infill site.

This is primarily addressed in course lectures, with related exam questions:

- Reading Context and Urban Patterns: GIS
- The Street and the Block
- Rules and Regulations Zoning

Concepts are reinforced in paired individual assignments:

• Exercise F: Zoning Analysis and Massing Diagrams for an architectural site

Students learn these fundamental principles, and the evaluative processes used to comply, as they apply to <u>buildings</u> in the two-course sequence **ARCH 62301 Materials of Construction**, **Small** and **ARCH 61301 Materials of Construction**, **Large**.

During the final week of the first course, the topic is introduced in a lecture:

Building Code and Course Review

This foundational knowledge is reinforced and built upon in the second course. Two primary learning objectives in the course are to:

- Understand the fundamental principles of building codes, particularly with respect to life-safety (fire-rated wall assemblies, etc.).
- Understand the evaluative processes used to comply with building code regulations at the level of building systems and assemblies.

These are addressed in course lectures and demonstrations, and with hands-on drawing exercises. Particular attention is paid to understanding the design and dimensioning of stairs and accessible ramps.

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed in the first two courses (Site Design and Materials of Construction, Small) by collecting data on student performance on selected exam questions.
- It is indirectly assessed in the Site Design course by weekly coordination meetings of the lead faculty
 member with the leaders of individual sections, both to discuss the outcomes of students work on
 assignments and to calibrate scores and grades for the work.
- It is indirectly addressed in the Materials of Construction (Building Technology) courses by annual coordination and assessment meetings between the assigned faculty members and the program director, recorded in memos.

Summary of Modifications:

- The Site Design and first two building construction courses have evolved in the past several years to more explicitly include lecture content about regulatory context at both the site scale (NYC zoning) and the building scale, as well as related assignments.
- The second M.Arch studio in the foundation year has been retooled to integrate design within
 researched and documented regulatory contexts, conveying to students early in their professional
 education a sense of responsibility to understand fundamental principles of life safety, land use, and
 other legal frameworks.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

B.Arch:

Narrative:

Course Overview

Curricular evidence for SC.4 is located in the following courses:

- AES 24501 Construction Technology 1
- ARCH 35501 Construction Technology 2
- ARCH 36501 Construction Technology 3
- AES 24203 Structures 1
- ARCH 35402 Structures 2
- ARCH 36402 Structures 3

The program ensures that students comprehensively understand the established and emerging systems, technologies, and assemblies of building construction within three courses in building construction, and three courses in structures.

In the B.Arch program, construction technology and structures are taught in parallel, each in a three-semester sequence beginning in the spring semester of the second year and ending with the spring semester of the third year. By moving through these sequences, students first develop understanding of technical knowledge and, by the final semester, demonstrate the ability to deploy technical knowledge within architectural projects. These courses are coordinated with and provide students with complementary understanding of the content and objectives of correlative design courses in the third year, including **ARCH 35100 Core Studio 5** and **ARCH 36101 Core Studio 6**, in which students are required to integrate and apply their understanding of construction technology and structures.

AES 24501 Construction Technology 1 introduces the "anatomy" of a building—its basic elements and processes—with the intent of developing an understanding of building structure, materials, processes, and analytic methods for predicting performance.

Among the stated learning objectives for this first course are for students to develop:

- Understanding of a variety of traditional, current and evolving construction materials along with their unique characteristics and potential range of applications.
- Understanding principles and implementation of a variety of past, present, and evolving construction methods and practices.
- Understanding the use of materials as a means of realizing a design as well as elements to be perceived and sensed by users as a holistic human experience.
- Understanding of the full environmental impact of the use of materials and systems and to select materials in response to sustainability requirements.

These are addressed in course lectures and readings, and evaluated in quizzes, midterm and final exams, drawing exercises, and a term project, which is reviewed periodically and at a final presentation by faculty.

ARCH 35501 Construction Technology 2 continues developing an understanding of materials, systems, and processes by requiring students to carry-out case studies employing hand sketches combined with more rigorous means of technical drawing leading through the semester to progressively greater rigor, culminating in students representing their analyses in construction document format embodying high levels of precision and detail. Case studies are carefully selected to include a variety of materials, processes, and types, such as metals, reinforced concrete, long span steel, advanced closure assemblies, enhanced thermal systems, tension and fabric structures, 3D concrete printing, and passive thermal design. Students present their finished case studies so that all students are exposed to the full range of materials, construction processes, and structural assemblies.

Among the stated learning objectives for this second course are for students to develop:

- Develop knowledge of basic principles of construction technology in order to address materialization and assembly strategies.
- Gain knowledge of research by measuring and registering how and why decisions are made based on the basic principles of construction technology.
- Ability to show comprehensive design thinking by demonstrating unique linkages between space making and construction systems to generate form, program, and details.

These are addressed in course lectures and readings, and evaluated in quizzes, midterm and final exams, drawing exercises, and a term project treating building sub-systems such as stairs, façade, and specialty features such as a skylight, window, or furniture item. The goals of this course are coordinated with the concurrent **ARCH 35100 Core Studio 5**.

ARCH 36501 Construction Technology 3 (co-enrolled with ARCH 74501 Environmental Systems in M.Arch), is focused on designing for building performance. Both active and passive systems for regulating thermal comfort of occupants and managing energy usage in various climates are covered, along with other related topics.

Student learning objectives relevant to this criterion are:

- Ability to apply of the basic principles and functions of exchange, distribution, and regulation of interior environmental processes.
- Ability to apply environmental processes and controls in relation to mechanical, construction, and structural systems.
- Ability to grasp the building as a regulated holistic, healthy environment.
- Ability to develop schematic building design analysis of environmental performance, using the
 applied energy efficient design software, Sefaira (which is introduced in ARCH 35100 Core Studio 5 in
 the previous semester and applied concurrently in ARCH 36101 Core Studio 6).

These outcomes are addressed in weekly lectures, required and recommended readings and evaluated in quizzes, midterm and final exams, periodic summary building reports, student presentations to the class, and a term project. The goals of this course are coordinated with the concurrent **ARCH 36101 Core Studio 6**.

AES 24303 Structures 1 focuses on comprehensive coverage of structural principles, materials, and construction methods utilized in architectural design through theoretical instruction, hands-on experimentation, and practical application exercises.

This course sets the following student learning objectives relevant to student criterion SC.4:

- Students learn to evaluate structural systems against design objectives, economic constraints, and performance criteria.
- Students develop proficiency in analyzing structural systems for their suitability in meeting project requirements while considering factors such as sustainability, resilience, and safety.

• Students gain the necessary technical knowledge and skills to assess and implement structural solutions effectively within architectural projects.

This is addressed in weekly lectures and assessed through quizzes, homework assignments, and a final exam.

ARCH 35402 Structures 2 focuses on basic principles, types, applications, and selection of structural systems emphasizing their ability to resist gravitational, seismic and lateral forces in steel, concrete, and advanced structural systems.

This course sets the following student learning objectives relevant to student criterion SC.4:

- Understand and apply basic principles, types, applications of structural systems.
- Model and design physical models which are architecturally innovative and structurally sound.

These are addressed through lectures, weekly assignments, design project, periodic quizzes and a mid-term and final exam.

ARCH 36402 Structures 3 deals with bending structures through the behavior of steel, concrete, masonry and wood structures.

This course sets the following student learning objectives relevant to student criterion SC.4:

- Perform the fundamental steps in the design of beams and frames.
- Understand and apply design criteria in steel, concrete, masonry, and wood beams.
- Model and design complex truss, beam, and frame structures in SAP2000 software.
- Interpret and verify software outputs by comparison with hand-calculation and logic.

This is addressed in weekly lectures and seminar discussions, and is evaluated in quizzes, final exam, homework assignments, and term project.

The Architecture Department also offers B.Arch students a "concentration" in technology and sustainability (in New York State a "minor" is not allowed in the department of the major). To complete the "concentration," students must complete the Construction Technology sequence and complete an additional 15 elective credits drawn from technology/sustainability electives at the Spitzer School.

Self-Assessment:

In the three-semester sequence, we have undertaken a thorough assessment process for the final courses in these sequences: ARCH 36501 Construction Technology 3 and ARCH 36402 Structures 3.

This criterion is assessed by several measures:

- It is directly assessed in these courses, where appropriate, by collecting data on student performance on selected exam questions as well as final grades.
- It is indirectly addressed in Construction Technology and Structures courses by annual assessment meetings between the faculty member and the departmental chair, recorded in meeting minutes.

Summary of Modifications:

The assessment process during the 2023-2024 academic year has led to the following modifications for the 2024-25 academic year:

- The use of Sefaira will be maintained and continually assessed in **ARCH 36501 Construction Technology 3** as it relates to measuring outcomes of building performance and in conjunction with third-year Core Studio courses.
- AES 24501 Construction Technology 1 and ARCH 35501 Construction Technology 2 will incorporate
 more quizzes to evaluate student compression of required readings and core concepts.
- ARCH 35501 Construction Technology 2 will incorporate more material testing (e.g. pouring concrete) as part of the course's emphasis on experiential learning.

The undergraduate sequence of structures courses is continuing to diversify assignments, including
more design-based projects, to better support students who do not excel in mathematics. This is in
innovative way of redressing courses that have often been stumbling blocks for students (i.e.
students have had to repeat courses).

M.Arch:

Narrative:

Course Overview

Curricular evidence for SC.4 is located in the following courses:

- ARCH 62301 Materials of Construction, Small (repositioned in the sequence and renamed ARCH 62301 Construction Technology I, starting in fall 2024)
- ARCH 61301 Materials of Construction, Large (repositioned and renamed ARCH 73301 Construction Technology II, starting in fall 2024)
- ARCH 62401 Structures 1 (repositioned and renamed ARCH 74600 Structures I, in fall 2024)
- ARCH 73401 Structures 2 (repositioned and renamed ARCH 85300 Structures II, in fall 2024)
- ARCH 74501 Environmental Systems (renamed ARCH 74501 Construction Technology III, starting in fall 2024)

The program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction within the first two courses in building construction, and the second course in the structures sequence.

ARCH 62301 Materials of Construction, Small is an introduction to building anatomy, including technical and expressive characteristics of basic construction materials, their organizational assembly, and the ecological impacts.

The most relevant learning objectives to this criterion are:

- Understanding of the fundamental nature of materials including their origins and properties.
- Competence with the role of material properties in assembly.
- Understanding of the relationship between detail and design concept through assembly.
- Understanding and competency in principles and implementation of a variety of construction methods and systems, based on both past and present practice.

These are primarily addressed in course lectures, weekly quizzes and drawing exercises, and exams that test knowledge.

ARCH 61301 Materials of Construction, Large builds on that knowledge, providing an overview of the integration and representation of building systems and assemblies, with a focus on pragmatics of construction.

The most relevant learning objective to this criterion is:

• Demonstrate the acquisition of technical knowledge and understanding through an in depth, iterative investigation of one exemplary building material (brick masonry) and system (the wall).

This is primarily addressed in a sequence of individual weekly student assignments, explored through physical modelling exercises, using half-scale wood blocks to simulate bricks, and scaled hand drawings, comprising a deep dive into each component of a wall assembly, and its integration, from foundation to roof.

Also contributing to this understanding are courses in structures, **ARCH 62401 Structures 1** and, more particularly, **ARCH 73401 Structures 2**.

The most relevant learning objectives to this criterion (in the second course) are:

Demonstrate basic steel design in architectural considerations.

- Demonstrate basic concrete design in architectural considerations.
- Understand concepts of advanced structural systems.

These topics are addressed in courses lectures, homework assignments, and related exam problems.

Finally, understanding of methods and criteria architects use to assess established and emerging technologies is further enhanced in the third course in the building construction sequence.

ARCH 74501 Environmental Systems (co-enrolled with ARCH 36501 Construction Technology 3 in B.Arch) is focused on designing for building performance. Both active and passive systems for regulating thermal comfort of occupants and managing energy usage in various climates are covered, along with related topics. Student learning objectives relevant to this criterion are:

- Ability to apply of the basic principles and functions of exchange, distribution, and regulation of interior environmental processes.
- Ability to apply environmental processes and controls in relation to mechanical, construction, and structural systems.
- Ability to grasp the building as a regulated holistic, healthy environment.
- Ability to develop schematic building design analysis of environmental performance, using the applied energy efficient design software Sefaira.

This is primarily realized through the multipart term research project, undertaken in groups, which requires detailed documentation and performance analysis of a building.

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed in these courses, where appropriate, by collecting data on student performance on selected exam questions.
- It is indirectly addressed in the Materials of Construction (Building Technology) courses by annual assessment meetings between the faculty member and the program director, recorded in memos.

Summary of Modifications:

The assessment process during the 2023-2024 academic year has led to the following modifications for the 2024-25 academic year:

- The use of Sefaira will be maintained and continually assessed in **ARCH 74501 Environmental Systems** as it relates to measuring outcomes of building performance and in conjunction with second-year M.Arch students' work in their Studio + Research workshop.
- In the new curriculum, the first two building technology courses have been moved back by one semester. It is anticipated that the material will be more fully understood by students after completing at least one semester of foundation studio. Future assessments will review this.
- Similarly, the structures sequence has been both moved back and reduced in credits (from 9 to 6). It is anticipated that the material will be more fully understood by students coming later in the sequence and with no gaps between the two courses.

For SC.5 and SC.6: Programs may design their curricula to satisfy these criteria via a single course or a combination of courses.

The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit. Student work samples (see 2020 Conditions) are due at the time of the site visit.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

B.Arch:

Narrative:

Course Overview

Curricular evidence for SC.5 is located in the following course:

ARCH 36101 Core Studio 6

Synthesis of multiple requirements and factors is a major consideration addressed in design course throughout the B.Arch Program core design sequence, and the four semesters of advanced studios. Evidence of students' ability to carry out design synthesis, complying with SC.5, can be principally found in the **ARCH 36101 Core Studio 6**, offered in the spring term of the third year. This course addresses SC.6 through a project of modest scale carried-out over an entire semester. In spring 2024, and planned for spring 2025, students are asked to design an Accessory Dwelling Unit (ADU) in a Maine coastal town.

Since they are of limited gross floor area and moderate programmatic scope, ADU's provide an optimum balance of complexity and size, enabling students in a single semester to simultaneously examine, engage, and resolve a range of factors including user requirements, regulatory requirements, site conditions, and accessible design while assuring, through measurement of environmental impact, adherence to high standards of sustainable practice. Students in spring 2024 engaged the project utilizing an actual ADU design competition brief from 2021 as the framework.

Working in pairs, students develop over the course of the semester and synthesize in their final designs the following areas of design synthesis:

- User Requirements: narrative based on needs and desires of a client, chosen from a short list of options
- Regulatory Requirements: 2015 International Building Code, 2021 Int. Energy Conservation Code, and the Fire Prevention and Protection Life-Safety Code, Portland Zoning Code, and State of Maine LD 2003 pertaining to detailed ADU exceptions to zoning regulations
- Site Conditions: specific existing site chosen by teams from two alternatives in Portland
- Structural construction method and systems considerations and applicable codes and practices
- Accessible Design: various references pertaining to ADA design and related standards and guides
- Environmental Considerations: based principally on US DOE Guide to Climate Regions
- Project documentation: includes definitive graphical and textual annotations indicating specific references to evidence of fulfilling project requirements and complying with regulations and best practices
- Building performance simulation and analysis: applied in an iterative manner, to inform and to drive
 design decisions. Students are required to utilize the applied energy efficient design software,
 Sefaira (which is introduced in ARCH 35100 Core Studio 5 in the previous semester and used
 concurrently in ARCH 36501 Construction Technology 3). By using Sefaira and incorporating its
 findings in the design project, students provide a clear indication of environmental performance in
 their project documentation

Self-Assessment:

This criterion is assessed by several measures:

- Following benchmarks across B.Arch studios, it is desired that 85% of students receive a grade of "B" or above on each design output correlated with this criterion. To ascertain this outcome, data on student performance is collected on design outputs correlated with this criterion.
- This criterion is indirectly assessed by a professional architect who comprehensively evaluated 20% of the student work.
- Each semester a few days after final review are concluded, the B.Arch studio faculty gather for a 4-hour Core Studio Assessment Session. Studio Coordinators, the Department Chair, and the School Dean also attend. Faculty present studio design work with a focus on pedagogical self-assessment and reflection. Presentations are organized around a series of questions about self-assessment provided by the Chair of the Architecture Department. Meeting minutes are kept.
- More focused semesterly meetings among the design faculty who coordinate the Core Studio sequence assess the studios in relation to the curriculum. Minutes are kept.

Summary of Modifications:

The assessment process during the 2023-2024 academic year has led to the following modifications for **ARCH 36101 Core Studio 6** when it is next taught in spring 2025:

- A list of required drawings will be provided to students at the start of the semester. Faculty will use this list to evaluate student work over the course of the semester. This device is to better align and track course expectations with desired student performance outcomes in relation to SC.5.
- Students will be asked to develop client narratives more fully to better define specific design and user requirement challenges.
- More site options will be provided to students to create more opportunities for site-design-related decision making.
- Quizzes will be introduced at key moments in the semester to better reinforce students' grasp of buildings systems and codes.
- The B.Arch program anticipates a curricular adjustment placing this studio in the fall semester (flipping the contents of our current ARCH 35100 Core Studio 5). This will facilitate more comprehensive building integration for SC.6. This change is expected to take effect in fall 2025.
- The B.Arch program will propose a curricular change to create a seventh semester of Core Studio to expand the teaching of core competencies. As this will require a new studio in the curriculum, the process will take a year to implement to move through the required channels.

M.Arch:

Narrative:

Course Overview

Curricular evidence for SC.5 is located in the following course:

 ARCH 73100 Architecture Studio 1.3 (to be split into two separate courses, renamed Architecture Studio III + Research Workshop in fall 2024)

The graduate program locates the point of assessment of this crucial criterion in the third semester, during the first studio following the foundation year. At this point, as described above in the responses to PC.2 Design and PC.5 Research & Collaboration, all M.Arch students are assigned via lottery to an architecture-only graduate "Studio + Research workshop" experience. This experience comprises 9 credits and is collaboratively taught by two or three instructors. These studios are vertically integrated and thus include students in the third year of the M.Arch program as well as students in our post-professional M.S.Arch program.

To address this criterion, the program selectively collects and assesses <u>only</u> the work of second year students, who are all enrolled in **ARCH 73100 Architecture Studio 1.3**. (As explained above, third year M.Arch students have a wider selection of studio experiences to choose from; for this reason, it is inappropriate to base our assessment of SC.5 on the work of students in their final year.)

While each Studio + Research workshop is different in content and context, the program requests that each teaching team address the same set of student learning objectives. How they chose to do so is customized to the studio brief, and the specifics of their chosen program, site, and other factors.

Student learning objectives relevant to this criterion, shared by each studio, are:

- Development of the ability to understand and synthesize user requirements, regulatory requirements, site conditions, and accessible design into a design project.
- Development of the ability to consider the measurable environmental impacts of design decisions.

The evidence and student work provided to NAAB is broken up by studio (three were offered in fall 2023; second year students were evenly distributed among them). We believe that at the graduate level, with a relatively small number of students, it is vital to structure the program in a manner that exposes students to the widest possible variety of project types and contexts, and to have maximum opportunities to co-mingle and study alongside a broad cross section of students at the school, rather than remaining consistently within their original foundation-year cohort. The specifics of how each sub-criterion were addressed in the context of each "Studio + Research workshop" is described with the evidence. The amount of time spent on each sub-criterion varies, but all are addressed and synthesized in each studio, as will be observed in the student work evidence.

Some brief examples of the differences between the three offerings in fall 2023 include:

- Students in "Archipelagic Estates of Puerto Rico" explored site conditions in the tropical island climate of Puerto Rico; they researched and applied the local building codes, particularly concerning flooding and design for hurricane force winds, to their designs.
- Students in "The Same as It Never Was" studied U.S. housing policy and zoning regulations in Chicago to inform their multi-unit infill housing designs; furthermore, they traveled to Chicago to explore the site in person; while there, they met with non-profit housing advocates and city planning officials.
- Students in "The Crux: Climbing Gym in Harlem as a Third Place" studied their program first-hand, by visiting several New York Area climbing gyms. They delved into an extensive study of accessible design, to explore how they might adapt their designs for differently abled gym users.

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed by faculty in individual student assessment reports and the overall grades in the studio portion of the course. The general benchmark in the M.Arch program is for all students to maintain a certain minimum grade point average of 3.0 in all courses, including studio.
- Each semester at the three-quarters mark, students and faculty of all the Studio + Research workshop
 experiences in the school gather in the auditorium to share a selection of work-in-progress (research
 output and studio designs) in rapid fire 7-minute presentations. These "Graduate Sharing Sessions"
 provide a fertile opportunity for all to absorb a cross-sectional "snapshot" of research and design
 activities across the graduate design programs. Students are invited to comment and ask questions.
- Each semester a few days after final reviews are concluded, the studio, research workshop, and visualization course faculty in all the graduate programs of the Spitzer School (M.Arch, M.S.Arch, M.L.A, and M.U.P. in Urban Design) gather for a 4-hour Graduate Studio Assessment Session. Program Directors, the Department Chair, and the School Dean also attend. Faculty present a cross-section of studio design work with a focus on pedagogical self-assessment and reflection. Presentations are organized around a series of questions about self-assessment provided by the Chair of the Architecture Department. Meeting minutes are kept.

- On a monthly basis, the Graduate Program Steering group meets; topics relating to the "Studio +"
 outcomes among the graduate student body may be on the agenda. The group comprises of the
 directors of all graduate programs, the Dean, the Chair, and the Director of Graduate Affairs, who sets
 the agenda and keeps notes.
- More focused coordination meetings before and during the semester among the Studio + Research workshop design faculty and Director of Graduate Programs in Architecture assess the studios in relation to the criterion.

Summary of Modifications:

- As noted in the responses to PC.2 and PC.5, a decision was taken to revert to semester-long studios in
 all graduate programs starting in the 2024-25 academic year. In the future, faculty assigned to teach
 architecture-only based Studio + Research workshop experiences in the fall semester will be asked to
 customize their studio briefs to focus on "synthesis" of a range of factors, to address SC.5, while
 faculty assigned in spring will customize their briefs to emphasize technical "integration" at the
 building scale.
- The Director of Graduate Programs in Architecture is refining a planning questionnaire to assist newly assigned faculty to tool their individual syllabi each fall to meet SC.5 (and other criteria).
- To better collect holistic evidence of student ability for use in future program assessments, each student will be asked to prepare and submit an individual portfolio of their entire semester's work, regardless of whether they worked in teams.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

B.Arch:

Narrative:

Course Overview

Curricular evidence for SC.6 is located in the following course:

ARCH 35100 Core Studio 5

Building Integration is a critical aspect taught and evaluated throughout the six-semester core design sequence comprising of the first three years of the B.Arch Program. The key course for student assessment of SC.6 is **ARCH 35100 Core Studio 5**, which occurs in the fall of the third year.

The studio utilizes a process in which "critical building assemblies" including envelope systems and assemblies, structural systems, environmental control systems, and life-safety systems, are individually designed by students to be fit together, along with other assemblies and components, into an integrated building. The assigned project is a multi-family residential building with three to five living units on an urban infill site; that is, a site with existing structures built to the lot lines on both sides. Aspects of environmental control, life-safety, and measurement of building thermal performance are considered in detail during the design of each of the assemblies and then re-considered, and adjusted as the assemblies are fit together at the larger scale into a whole, integrated building, responding to environmental conditions, programmatic function, structural integrity, and life-safety. Complying with these requirements challenges students to utilize a highly iterative design method operating at several building scales as they integrate the various systems and assemblies.

Working in teams of two, students will develop and demonstrate the ability to make design decisions at the scale of a multi-unit residential building in relation to the following areas of building integration:

- Students will develop an understanding of processing critical elements of design (separate from and in relation to one another) and how these elements relate to the whole in an integrative approach by utilizing a step-by-step method of comprehensive design.
- Students will begin to consider an individual system by selecting and analyzing a relatively simple
 existing building core circulation system, and they will establish the concept and detailed specific
 program for the design project.
- In the second phase of the studio, students will develop the project's elevator and stair core
 incorporating circulation and structure including fire rated stairs for egress to address life-safety
 systems
- In the third phase, students will develop the project's typical kitchen, incorporating relevant lifesafety systems and environmental controls, utilizing diagrams to describe these systems' connection to larger building and infrastructural networks.
- In the fourth phase, students will develop the façade assembly in relation to the entire building to demonstrate their ability to integrate building envelope systems and assemblies.
- In a final phase of the studio, students will learn and demonstrate the ability to determine measurable outcomes of building performance, by using parametric tools and by applying critical thinking skills. Students are required to utilize the applied energy efficient design software, Sefaira, a tool that is continuously used in the third-year curriculum in the fall and spring semesters-

Self-Assessment:

This criterion is assessed by several measures:

- Following benchmarks across B.Arch studios, it is desired that 85% of students receive a grade of "B" or above on each design output correlated with this criterion. To ascertain this outcome, data on student performance is collected on design outputs correlated with the components of this criterion.
- It is indirectly assessed by a professional architect who comprehensively evaluates 20% of student work
- Each semester a few days after final review are concluded, the studio faculty gather for a 4-hour Core Studio Assessment Session. Studio Coordinators, the Department Chair, and the School Dean also attend. Faculty present studio design work with a focus on pedagogical self-assessment and reflection. Presentations are organized around a series of questions about self-assessment provided by the Chair of the Architecture Department. Meeting minutes are kept.
- More focused semesterly meetings among the design faculty who coordinate the Core Studio sequence assess the studios in relation to the curriculum. Minutes are kept.

Summary of Modifications:

The assessment process during the 2023-2024 academic year has led to the following modifications for **ARCH 35100 Core Studio 5** when it is next taught in fall 2024:

- A list of required drawings will be provided to students at the start of the semester. Faculty will use this -list to evaluate student work over the course of the semester. This device is to better align and track course expectations with desired student performance outcomes in relation to SC.6.
- The section of the syllabus dedicated to interior spaces (currently the kitchen) will be reduced from 3 and 1/2 weeks to 2 weeks, giving more time for the final assignment, "Façade Assembly and Comprehensive Understanding." This latter assignment will be extended to 5 and ½ weeks so that students can better integrate building envelope systems and assemblies, and better integrate the results of Sefaira to address the "measurable outcomes of building performance" in relation to the facade.
- The B.Arch program anticipates a curricular adjustment placing this studio in the spring semester (flipping the contents of our current **ARCH 36101 Core Studio 6**). This will facilitate more

comprehensive building integration for SC.6 as students are still acquiring core knowledge in their third year in the B.Arch program. This change is expected to take effect in fall 2025.

M.Arch: Narrative:

Course Overview

Curricular evidence for SC.6 is located in the following course:

• ARCH 74100 Architecture Studio 1.4 (to be split into two separate courses, renamed Architecture Studio IV + Research Workshop in fall 2024)

The graduate program locates the point of assessment of this crucial criterion in the fourth semester, during the second studio following the foundation year. During the 2023-2024 academic year, almost all graduate students continued with the "Studio + Research workshop" cohort they were placed with in the fall. (Exceptions are few and include third year students returning from a semester exchange abroad.) This approach will be discontinued in the 2024-2025 academic year, when we will revert to semester-long studios.)

This experience comprises 9 credits and is collaboratively taught by two or three instructors. These studios are (and will continue to be) vertically integrated and thus include students in the third year of the M.Arch program as well as students in our post-professional M.S.Arch program.

To address this criterion, the program selectively collects and assesses only the work of second year M.Arch students, who are enrolled in **ARCH 74100 Architecture Studio 1.4**. (As explained above, third year M.Arch students have a wider selection of studio experiences to choose from; for this reason, it is inappropriate to base our assessment of SC.6 on the work of students in their final year.)

While each Studio + Research workshop is different in content and context, the program requests that each teaching team address the same set of student learning objectives. How they choose to do so is customized to the studio brief, and the specifics of their chosen program, site, and other factors.

For the spring semester, as each studio focused on further development of methods and concepts explored during the fall, new learning objectives, specific to this criterion, were added to the agenda, including:

- Demonstration of the ability to make decisions in the design of a building while integrating the following:
 - A building envelope system and assembly
 - A primary structural system
 - An environmental control system (passive or active, depending on project context)
 - Life-safety systems
- Development of the ability to consider the outcome of building performance by at least one quantitative measure.

The evidence and student work provided to NAAB is broken up by studio (three were offered in spring 2024; second year students were somewhat evenly distributed among them). We believe that at the graduate level, with a relatively small number of students, it is vital to structure the program in a manner that exposes students to the widest possible variety of project types and contexts, and to have maximum opportunities to co-mingle and study alongside a broad cross section of students at the school, rather than remaining consistently within their original cohort. The specifics of how each sub-criterion were addressed in the context of each Studio + Research workshop is described with the evidence. The amount of time spent on each sub-criterion varies, but all are addressed and synthesized to some degree, as will be observed in the student work evidence.

Some brief examples of the differences include:

- Students in "Archipelagic Estates of Puerto Rico" designed adaptive reuse schemes for three disused buildings—a hotel, a commissary, and a theater and telegraph office—in the former sugar factory town of Aguirre, Salinas, Puerto Rico. They continued to apply Puerto Rico codes, designing building systems appropriate to the climate and context.
- Students in "The Same as It Never Was" shifted focus from Chicago to a former industrial factory site in Trenton, NJ, for which they designed multiunit housing, in accordance with local codes.
- Students in "The Crux: Climbing Gym in Harlem as a Third Place" continued to develop their building schemes from the fall semester, bringing them to a relatively high degree of detailed design development.

In several instances, program funds allocated to each Studio + Research workshop were used to engage outside professional technical consultants (in structures, building envelope design and performance analysis, etc.) who worked with students to assist in integrating various systems into their building designs. Further details are provided in the evidence folders.

To support the second learning objective, concerning the consideration of building performance by at least one quantitative measure, faculty were asked to support the application in studio of some of the knowledge that second year students were acquiring concurrently in their ARCH 74501 Environmental Systems course, concerning the use of digital quantitative analysis tools (Climate Studio and Sefaira).

Self-Assessment:

This criterion is assessed by several measures:

- It is directly assessed by faculty in individual student assessment reports and the overall grades in the studio portion of the course. The general benchmark in the M.Arch program is for all students to maintain a certain minimum grade point average of 3.0 in all courses, including studio.
- Each semester at the three-quarters mark, students and faculty of all the Studio + Research workshop experiences in the school gather in the auditorium to share a selection of work-in-progress (research output and studio designs) in rapid fire 7-minute presentations. These "Graduate Sharing Sessions" provide a fertile opportunity for all to absorb a cross-sectional "snapshot" of research and design activities across the graduate design programs. Students are invited to comment and ask questions.
- Each semester a few days after final reviews are concluded, the studio, research workshop, and visualization course faculty in all the graduate programs of the Spitzer School (M.Arch, M.S.Arch, M.L.A, and M.U.P. in Urban Design) gather for a 4-hour Graduate Studio Assessment Session. Program Directors, the Department Chair, and the School Dean also attend. Faculty present a cross-section of studio design work with a focus on pedagogical self-assessment and reflection. Presentations are organized around a series of questions about self-assessment provided by the Chair of the Architecture Department. Meeting minutes are kept.
- On a monthly basis, the Graduate Program Steering group meets; topics relating to the "Studio +" outcomes among the graduate student body may be on the agenda. The group comprises the directors of all graduate programs, the Dean, the Chair, and the Director of Graduate Affairs, who sets the agenda and keeps notes.
- More focused coordination meetings before and during the semester among the Studio + Research workshop design faculty and Director of Graduate Programs in Architecture assess the studios in relation to the criterion.

Summary of Modifications:

As noted in the response to PC.2 Design, a decision was taken to revert to semester-long studios in all
graduate programs starting in the 2024-25 academic year. In future, faculty assigned to teach
architecture-only based "Studio +" in the fall semester will be asked to customize their studio briefs

- to focus on "synthesis" of a range of factors, while faculty assigned in spring will customize their briefs to emphasize technical "integration" at the building scale, to address SC.6.
- The Director of Graduate Programs in Architecture is refining a planning questionnaire to assist newly assigned faculty to tool their individual syllabi each spring to meet SC.6 (and other criteria).
- To better collect holistic evidence of student ability for use in future program assessments, each student will be asked to prepare and submit an individual portfolio of their entire semester's work, regardless of whether they worked in teams.
- We will seek to improve in future years on the transfer and application of knowledge about digital quantitative analysis tools learned in ARCH 74501 Environmental Systems (such as Climate Studio and Sefaira) to the concurrent studio.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

CCNY is institutionally accredited by the Middle States Commission on Higher Education (MSCHE). Information about the CCNY accreditation process can be found here.

The MSCHE Statement of Accreditation Status for CCNY can be found <u>here</u>. The last reaffirmation was in 2019. The next self-study evaluation will occur in 2026-27.

City College of New York of the City University of New York, The - St...

https://www.msche.org/institution/0279/?pss=true



STATEMENT OF ACCREDITATION STATUS

The Statement of Accreditation Status (SAS) is the official statement of the Middle States Commission on Higher Education (MSCHE) about each institution's current accreditation status and scope of accreditation. The SAS also provides a brief history of the actions taken by the Commission.

Institution: CITY COLLEGE OF NEW YORK

OF THE CITY UNIVERSITY OF New York, NY

NEW YORK, THE

Address: 160 Convent Ave

New York, NY 10031

 Phone:
 (212) 650-7000

 URL:
 www.ccny.cuny.edu

 Accreditation Liaison Officer (ALO):
 Dr. Mary Ruth Strzeszewski

 Commission Staff Liaison:
 Dr. Melissa Hardin, Vice President

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Program Response:

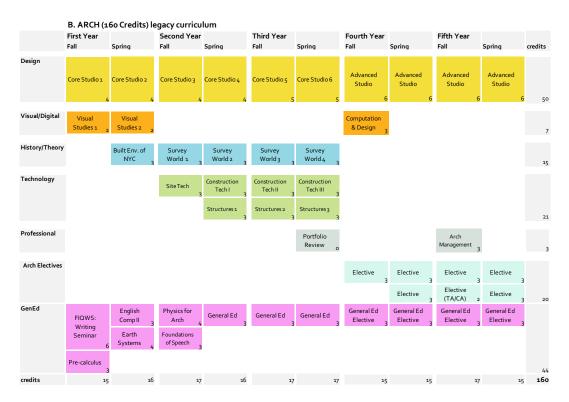
B.Arch: (include reference to Table 2 in the Appendix)

Professional Architecture Program Courses to Satisfy PC's and SC's: Legacy B.Arch Curriculum

The five-year B.Arch curriculum includes 160 credits as visualized in the chart provided below and as listed in the professional courses in Table 2A in the Appendix:

- 50 credits are assigned to design studios.
- 7 credits are assigned to visual studies courses.
- 15 credits are assigned to history/theory courses.
- 21 credits are assigned to technology courses.
- 3 credits are assigned to a professional practice course.

Of these courses, which are required for all students, the 7 credits of visual studies courses are not used to satisfy PC's and SC's. Additionally, Portfolio Review is required; however, it is not a credit bearing course and the grade does not impact GPA. Course requirements can also be found on the Spitzer School website's Bachelor of Architecture program page.

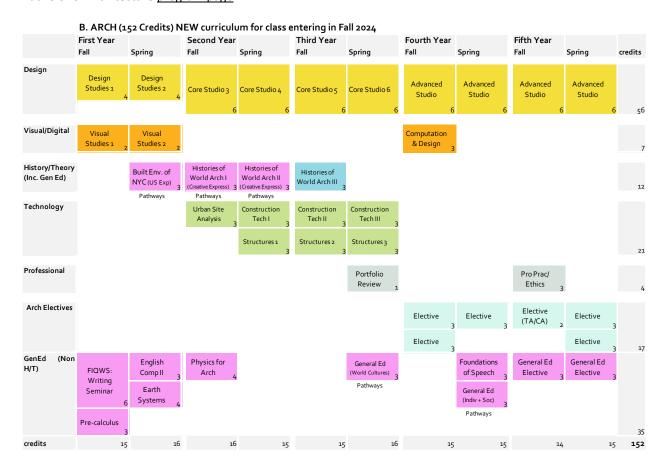


Professional Architecture Program Courses to Satisfy PC's and SC's: New B.Arch Curriculum

The new five-year B.Arch curriculum starting in fall 2024 includes 152 credits as visualized in the chart provided below and as listed in the professional courses in Table 2b in the Appendix:

- 56 credits are assigned to design studios (the credits have been increased to make all studios the same number of credits after first year).
- 7 credits are assigned to visual studies courses.
- 12 credits are assigned to history/theory courses (one less required course than before).
- 21 credits are assigned to technology courses.
- 4 credits are assigned to professional practice courses (this includes one more credit than before for Portfolio Review).

Of these courses, which are required for all students, the 7 credits of visual studies courses are not used to satisfy PC's and SC's. Course requirements for the new curriculum can also be found on the Spitzer School website's Bachelor of Architecture program page.



M.Arch: (include reference to Table 2 in the Appendix)

Professional Architecture Program Courses to Satisfy PC's and SC's: Legacy M.Arch Curriculum

The three-year M.Arch curriculum includes 108 credits. As visualized in the chart provided below and as listed in the professional courses in Table 2a in the Appendix:

- 48 credits are assigned to design: 42 credits are assigned to design studios and 6 credits are assigned to design seminars.
- 12 credits are assigned to visual/digital representation courses.
- 12 credits are assigned to history/theory courses.
- 21 credits are assigned to technology courses.
- 3 credits are assigned to a professional practice course.

Of these courses, all of which are required for all students, 6 credits of visual studies courses (Building Modeling and Advanced Computing) and 3 credits of technology courses (Structures III) are not used to satisfy PC's and SC's. Course requirements can also be found on the Spitzer School website's Master of Architecture <u>program page</u>.

M. ARCH I (108 credits) legacy curriculum First Year Second Year Third Year Fall Fall Fall Spring Spring Spring credits Design Advanced Advanced Studio 1.1 Studio 1.2 Studio Studio Studio 1 of 2 Studio 2 of 2 Design Design [Seminar] [Seminar] Seminar₁ Seminar 2 48 Visual/Digital Digital Visual Building Advanced Techniques Techniques Modeling Computing 12 History/Theory Survey I Survey II Survey III Survey IV Elective 12 Technology Materials/ Materials/ Env Systems Constr "S" Constr "L" Site Design Structures I Structures II Structures III **Professional** Pro Prac **Open Electives** Elective Elective Elective 12 credits 18 18 18 18 108

Professional Architecture Program Courses to Satisfy PC's and SC's: New M.Arch Curriculum

The new three-year M.Arch curriculum starting in fall 2024 includes 90 credits. As visualized in the chart provided below and as listed in the professional courses in Table 2b in the Appendix:

- 48 credits are assigned to design: 36 credits are assigned to design studios and 12 credits are assigned to research workshops paired with the studios, collectively comprising the "Studio + Research workshop" experiences in the second and third years.
- 6 credits are assigned to visual/digital representation courses.
- 9 credits are assigned to history/theory courses (one less required course than before).
- 18 credits are assigned to technology courses (one less required course than before).
- 3 credits are assigned to a professional practice course.

All these courses are required for all students, and they will be all used to satisfy PC's and SC's moving forward. Course requirements can also be found on the Spitzer School website's Master of Architecture <u>program page</u>.

M. ARCH I (90-CREDITS) NEW curriculum for class entering in Fall 2024 Second Year Third Year First Year Fall Fall Spring Fall Spring Spring credits Design Foundation Foundation Architecture Architecture Architecture Architecture Studio II Studio III Studio IV Studio V Studio VI Studiol Research Research Research Research Workshop Workshop Workshop Workshop Visual/Digital Visualization I Visualization II History/Theory Histories of Histories of Histories of World Arch I World Arch II World Arch III Technology Urban Site Construction Construction Construction Tech II Tech III Analysis TechI Structures I Structures II Professional Pro Prac/ Ethics **Open Electives** Elective Elective credits 90 15

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Program Response:

B.Arch: (include reference to Table 2 in the Appendix)

The B.Arch program requires the <u>General Education requirements</u>, called Pathways, of the City University of New York. The General Education program is mandated across the university to facilitate the needs of transfer students, although different courses are offered to fulfill requirements. The general categories are:

- Common Core (30 Credits)
 - o Required (Fixed) Common Core (12 credits/4 courses)
 - o Flexible Common Core (18 credits/6 courses)
- College Option (12 credits/4 courses)

In the B.Arch program, General Education courses include two additional credits as two courses, Earth Systems Science and Physics for Architects, are each four-credit courses; these courses are offered by different departments, for a total of 44 credits.

On Table A in the Appendix, courses are organized according to three categories: "Required Common Core," "Flexible Common Core," and "College Option." Through the Pathways General Education curriculum, students are exposed to a broad knowledge in the humanities, arts, mathematics, and social sciences. As part of Pathways, departments across the college and university run numerous course options under broad themes. The "Required Common Core" includes two courses in English, one course in Mathematical and Quantitative Reasoning, and one course in Life and Physical Sciences. The "Flexible Common Core" includes two courses in "World Cultures and Global Issues," one course in "U.S. Experience in its Diversity," one course in "Creative Expression," and one course in "Individual and Society."

The "College Option" is an additional way that CUNY colleges are able to tailor General Education requirements. Furthermore, departments across CCNY further mold the "College Option" to departmental needs. The B.Arch program requires a course in philosophy and another in speech, in addition to two architectural history courses already in the required curriculum.

Pathways General Education courses can simultaneously count toward the satisfaction of major requirements; hence, there is overlap between General Education requirements and B.Arch major courses. These are also noted in Table 2 in the Appendix.

M.Arch: (include reference to Table 2 in the Appendix)

M.Arch students are required to have completed an bachelor's degree from an accredited institution for entry into the program and they must meet <u>CCNY minimum requirements for entry</u>. The Director of Graduate Affairs reviews each application to ensure that applicants meet these standards. Students entering the M.Arch program are required to have successfully completed one semester of both college-level precalculus (including intervals, inequalities, operations on functions, inverse functions, graphing polynomial and rational functions, binomial theorem, exponential and logarithmic functions, trigonometric functions, and formulas) and physics (including vectors and forces) with a lab component prior to beginning graduate studies, preferably with grades of B or better. These courses may be taken after the application deadline; however, failure to successfully complete the courses before the registration deadline for the fall semester will result in an automatic one-year deferral.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

Program Response:

B.Arch: (include reference to Table 2 in the Appendix)

Electives: Legacy Curriculum and New Curriculum

The five-year B.Arch curriculum includes 160 credits. As visualized in the charts above and as referenced in the professional courses in Table 2A in the Appendix, students are required to take 17 credits of architecture electives, chosen from a robust rotation of courses. To simplify enrollment registration at the college-level, electives are categorized as a series of "Topics in" options. As elective offerings change, all new electives are rigorously vetted by the Curriculum Committee. Lists of electives from 2023-24 with full titles are also provided as evidence. Additionally, students have been required to take four General Education electives outside of those offered at the Spitzer School of Architecture; this is part of the B.Arch major requirement.

Most electives are 3-credit courses; to meet the 17 credits of architecture electives, students must fulfill 2 credits, generally satisfied through TA-ships, lab assistantships, research positions in the J. Max Bond Center for Urban Futures, or independent studies. These opportunities are available to all students via an application shared by the Spitzer School's Director of Undergraduate Affairs in advance of each semester. These assignments are approved individually by the Department Chair.

Concentrations

Two concentrations are available to B.Arch students and involve completing a sequence of required courses in the professional studies categories and architecture electives.

- The concentration in Architectural History requires completing the Survey of World Architecture sequence and an additional 15 elective credits drawn from architectural history electives at the Spitzer School.
- The concentration in Technology and Sustainability requires completion of the Construction Technology sequence and an additional 15 elective credits drawn from the Topics in Technology and Topics in Sustainability offerings. Approved electives are offered at Spitzer and other divisions of the college.

The offering of architecture electives and concentrations has not changed in the curricular revisions going into effect in fall 2024 and shown in Table 2B. However, there are only two General Education electives (6 credits) required as part of the B.Arch program, instead of the four previously required.

Study Abroad

B.Arch students are able to engage with two study abroad options at the Spitzer School:

- Students have the possibility of undertaking an exchange program for a semester in Madrid, Barcelona, or Munich. Students may register for elective credits and/or ARCH 51000 Advanced Studio with the understanding that studio work is assessed upon completion of the exchange by architecture faculty at the Spitzer School.
- Students have the possibility of studying in the summer in Barcelona with a Spitzer faculty member.
 Students receive elective credits.

M.Arch: (include reference to Table 2 in the Appendix)

Architecture Electives: Legacy Curriculum

The three-year M.Arch curriculum includes 108 credits. As visualized in the charts provided above and as referenced in the professional courses in Table 2A in the Appendix, students are required to take 12 credits of architecture electives, chosen from a robust rotation of courses. To simplify enrollment registration at the college-

level, electives are categorized as a series of "Topics in" options. As elective offerings change, all new electives are rigorously vetted by the Curriculum Committee. Lists of electives from 2023-24 with full titles are also provided as evidence.

Most electives are 3-credit courses; to meet the 12 credits of electives, some students pursue other elective credit options such as internships in the J. Max Bond Center for Urban Futures or independent studies. These opportunities are available to all students via an application shared by the Spitzer School's Director of Graduate Affairs in advance of each semester. These assignments are reviewed by the Director of Graduate Programs in Architecture and approved individually by the Department Chair.

Architecture Electives: New Curriculum

The new three-year M.Arch curriculum going into effect in fall 2024 includes 90 credits. As visualized in the charts above and as listed in the professional courses in Table 2B in the Appendix, students are required to take 6 credits of architecture electives, chosen from the same method of offering electives in the legacy curriculum. Because M.Arch student will only register for 15 required credits each semester, students may elect to register for an additional 3-credit course each semester, for credit or as an auditor, for free. Therefore, M.Arch students can opt to further enrich their studies through following additional electives or other courses.

Study Abroad

M.Arch students are able to engage with two study abroad options at the Spitzer School:

- Students have the possibility of undertaking an exchange program for a semester in Madrid, Barcelona, or Munich in their third year. Students may register for elective credits and/or one semester of studio with the understanding that studio work is assessed upon completion of the exchange by architecture faculty at the Spitzer School.
- Students have the possibility of studying in the summer in Barcelona with a Spitzer faculty member. Students receive elective credits.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

Bachelor of Art in Urban Studies and the Built Environment (non-design-based degree)

Bachelor of Science in Architecture (the Spitzer School does not accept new students for this degree; it is an offramp for the very few students who do not want to complete the final year of the professional B.Arch degree) **Master of Science in Architecture** (post-professional)

Master of Landscape Architecture (accredited by LAAB)

Master of Urban Planning in Urban Design (post-professional))

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

The current five-year B.Arch curriculum includes 160 semester credit hours. As visualized in the charts provided above and as listed in the professional courses in Table 2A in the Appendix:

- 96 credits are professional courses.
- 29 credits are either architecture elective or general education elective courses (optional courses); these courses are required as part of the B.Arch major.
- 35 credits are general education courses (plus 9 credits that overlap between professional courses and general education courses).

The new five-year B.Arch curriculum includes 152 semester credit hours. As visualized in the charts provided above and as listed in the professional courses in Table 2B in the Appendix:

- 100 credits are professional courses.
- 23 credits are either architecture elective or general education elective courses (optional courses); these courses are required as part of the B.Arch major.
- 23 credits are general education courses (plus 12 credits that overlap between professional courses and general education courses).

4.2.5 Master of Architecture. The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

The current three-year M.Arch curriculum requires a bachelor's degree (typically 120 semester credits) plus 108 graduate semester credits for a typical total of 228 credits hours. As visualized in the charts provided above and as listed in the professional courses in Table 2A in the Appendix:

- 96 graduate credits are professional courses.
- 12 graduate credits are elective (optional courses).

The new three-year M.Arch curriculum requires a bachelor's degree (typically 120 semester credits) plus 90 graduate semester credits for a typical total of 210 credits hours. As visualized in the charts provided above and as listed in the professional courses in Table 2B in the Appendix:

- 84 graduate credits are professional courses.
- 6 graduate credits are elective (optional courses).

Waivers may be awarded to students who have covered equivalent course content at the undergraduate level. The credits must nevertheless be fulfilled with graduate credits, typically electives.

4.2.6 Doctor of Architecture. The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

Not applicable

4.3 Evaluation of Preparatory Education. NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable

process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

Program Response:

B.Arch:

Although most B.Arch students enroll as first-time freshmen, the program admits many transfer students to the major (20 in fall 2024). The evaluation of prior academic coursework related to satisfying NAAB accreditation criteria occurs after a student is admitted into the B.Arch program. The Spitzer School's Director of Undergraduate Affairs manages assembling transcripts, design portfolio, syllabi, and course work, using a master Excel file with tabs to track decisions. These materials are sent to the Department Chair who reviews studio and related design-based classes with input from other faculty members. The Department Chair also reviews prior coursework in architectural history. Materials are sent to the primary instructor of structures courses in the B.Arch program for review, and materials are sent to the technology coordinator for the review of the Construction Technology sequence. Other faculty members are consulted for expertise as needed. Decisions, rationales, and explanations of how accreditation criteria are met or unmet are entered into the master Excel file. Decisions are communicated to students in initial advising appointments. The Director of Undergraduate Affairs maintains a file of historic course equivalencies and uses it to maintain equity in the decision-making process. Records of the process of evaluating prior coursework are provided as evidence.

M.Arch:

A committee consisting of the Director of Graduate Programs in Architecture and select faculty with varied backgrounds and perspectives reviews all completed applications, with each applicant's materials typically reviewed separately by two faculty members. The application review process is holistic, taking into account all materials including prior academic history. If the two reviewers of any application disagree about the admission decision, the program director makes a final admission decision. The Graduate Affairs Office verifies prerequisite completion status by checking applicant responses to questions about prerequisite completion and reviewing their transcripts.

As detailed on the <u>Spitzer School Graduate Application Instructions page</u>, "Graduate study is open to qualified students who have a bachelor's degree from a regionally accredited U.S. institution or who have been awarded the equivalent of the bachelor's degree from an international institution of acceptable standards." The Director of Graduate Affairs verifies the accreditation status of admitted M Arch students' undergraduate institutions after the faculty review of candidates, prior to students enrolling.

The evaluation process of incoming M.Arch students' prior academic coursework related to satisfying NAAB accreditation criteria occurs once a student is admitted into the program. The process is not automatic; incoming students must initiate an evaluation. Students whose previous coursework includes material covered in the M.Arch curriculum may petition for a waiver from any required course(s). To do so, they submit to the Director of Graduate Affairs a document that compares courses taken at other institutions listed alongside CCNY required courses—name, credits, course number, grade received (must be B or higher), and course description—along with syllabi and course material including writing samples for the history/theory courses. The Director of Graduate Affairs compiles these submissions and parses them out for faculty review. For example, the Director of Graduate Programs in Architecture reviews studio and related design-based classes, while curricular area coordinators review classes in their purview.

Students granted waivers from required courses for previous coursework have this noted on their curriculum progress sheets, which the Director of Graduate Affairs reviews with them in their initial advisement appointment

prior to enrollment. These students must take additional electives in order to complete the required number of credits.

Transfer credit (up to 30 credits, one-third the total number of credits in the program) for graduate-level coursework may be granted in addition to course waiver(s) according to the same evaluation process. Like waivers, the process is not automatic; incoming students must initiate an evaluation. These expected transfer credits are likewise noted on the students' curriculum progress sheets and reviewed in individual advisement appointments prior to enrollment. The credits are posted by CCNY's central Admissions Office upon receipt of documentation from the Director of Graduate Affairs after the student has completed one semester at CCNY. Records of the process of evaluating prior coursework are provided as evidence.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

B.Arch:

The evaluation of the baccalaureate-degree or associate-degree is undertaken at the college-level. The college-level evaluation process is explained <u>here</u>. The Spitzer School evaluates previous coursework related to B.Arch major requirements.

Information about the requirements for transfer students into the B.Arch program is provided on the website of the Spitzer School of Architecture. Key information includes:

- If a student is transferring from another NAAB-accredited architectural program, a student will need to submit an official college transcript, any architectural related coursework syllabi, and a digital portfolio with a Creative Challenge. The portfolio allows Spitzer's admissions team to place the transfer student into a design studio.
- Transfer students' credits are evaluated after they are accepted to the university. The department and university will not tell a transfer student which courses will receive credit before the transfer student applies and is accepted into the program. Prospective transfer students will not be advised on which courses to take at another institution while they await acceptance at the Spitzer School of Architecture. Curricula change frequently, each school is different, and course content varies widely. Therefore, advisement with a guarantee of transfer credit is impossible. To expedite the transfer evaluation process, transfer students who are accepted should be ready to provide copies of syllabi, course descriptions, and writing samples or coursework. The more information a transfer student can supply to Spitzer faculty/department coordinators, the better they will be able to evaluate the work executed at a previous institution(s) and determine if transfer credit will be awarded.

For more information, see "Important Information for all Applicants," on this page.

M.Arch:

As stated in section 4.3.1, incoming M.Arch students may be granted up to 30 transfer credits, per City University of New York policy, from other accredited M.Arch programs. Students are also granted course waivers, based on content. Because of the small size of the program, the Director of Graduate Programs in Architecture works closely with the Director of Graduate Affairs to consider requests for transfer credits and course waivers on a case-by-case basis. This process is detailed to prospective applicants on the Spitzer School Graduate Application Instructions page.

Applicants and admitted students have numerous opportunities to learn and ask questions about their particularly circumstances at various recruitment events and at on-campus information sessions and open houses, held both virtually and in person. Applicants holding 5-year B.Arch degrees, whether NAAB-accredited or from international institutions not covered by NAAB, are steered to the 48-credit M.S. in Architecture or post-professional degree program.

5—Resources

- **5.1 Structure and Governance.** The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.
- **5.1.1 Administrative Structure**. Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

The B.Arch and M.Arch programs sit within the Architecture Department of the Spitzer School of Architecture. The department is the sole academic unit within the School of Architecture, one of 7 divisions within the City College of New York.

The Program Administrator for the B.Arch program is the **Department Chair**, who is elected to a three-year term, per the bylaws of CUNY and CCNY, by the eligible members of the Faculty Council, as defined by the Spitzer School bylaws. The duties of the chair are specified in the bylaws of the City University of New York:

The department chair shall be the executive officer of his/her department and shall carry out the department's policies, as well as those of the faculty and the board which are related to it. He/she shall:

- 1. Be responsible for departmental records
- 2. Assign courses to and arrange programs of instructional staff members of the department
- 3. Initiate policy and action concerning the recruitment of faculty and other departmental affairs subject to the powers delegated by these bylaws to the staff of the department in regard to educational policy, and to the appropriate departmental committees in the matter of promotions and appointments
- 4. Represent the department before the faculty council or faculty senate, the faculty, and the board
- 5. Preside at meetings of the department
- 6. Be responsible for the work of the department's committee on appointments or the department's committee on personnel and budget which he/she chairs
- 7. Prepare the tentative departmental budget, subject to the approval by the department's committee on appointments or the department's committee on personnel and budget
- 8. Transmit the tentative departmental budget with his/her own recommendations to the president or the dean or provost as the president may designate
- 9. Arrange for careful observation and guidance of the department's instructional staff members
- 10. Make a full report to the president and to the college committee on faculty personnel and budget of the action taken by the department committee on personnel and budget or department committee on appointments when recommending an appointee for tenure on the following, as well as any other criteria set forth in university policies
 - a. Teaching qualifications and classroom work
 - b. Relationship of the appointee with his/her students and colleagues
 - c. Appointee's professional and creative work
- 11. Hold an annual evaluation conference with every member of the department after observation and prepare a memorandum thereof
- 12. Generally, supervise and administer the department.

The current Department Chair is Associate Professor Sean Weiss, PhD, serving the 2022-2025 term.

The Program Administrator of the M.Arch program is the **Director of Graduate Programs in Architecture**, who is appointed and assessed annually by the Dean, per the Spitzer School bylaws. The graduate program directors advise the Chair on scheduling and assigning faculty to graduate courses in their program(s) and manage graduate program enrichment budgets allocated by the Dean. The current Director of Graduate Programs in Architecture is **Professor June Williamson, RA, Assoc. AIA**, who was appointed in fall 2022. Prof. Williamson has also served as Department Chair.

The Chief Administrator of the Architecture Department is the **Dean of the Spitzer School of Architecture**, who is appointed by the College President and reports to the College Provost. The Dean is **Professor Marta Gutman**, **PhD**, appointed permanent Dean in fall 2022 following a year as Interim Dean.

The **Associate Dean** of the Spitzer School of Architecture is **Michael J. Miller, EdD**, appointed to the newly established position after serving as a Higher Education Officer at the school for several years. The Associate Dean reports to the Dean and oversees many student-support focused initiatives and activities at the school.

Other key members of the administrative staff include:

- Director for Finance and Administration Camille Hall
- Director of Operations Jason Garcia
- Director of Information Technology Muhammad Ahmad
- Executive Assistant to the Dean Nicholas Smith
- Director of Graduate Affairs Hannah Borgeson
- Director of Undergraduate Affairs Annemarie (Amy) Daniel
- Senior Academic Advisor Tony Bowles
- Model Shop and Fabrication Laboratory Director Ali Askarinejad
- Chief Architecture Librarian Associate Professor Nilda Sanchez
- Library Coordinator Taida Sainvil
- School/Departmental Office Assistants Carolina Colon and Nicole Smith

The Chief Academic Officer is the **Provost** of CCNY. Professor **Tony M. Liss, PhD**, a physicist, has served as provost and senior vice president for academic affairs since March 2018, after serving five years as Dean of Science.

The **President** of CCNY is **Vincent Boudreau, PhD**, appointed by the Board of Trustees of CUNY in December 2017. Prior to that, he served as the founding dean of the Colin Powell School for Civic and Global Leadership at CCNY from 2013 through 2016, and previously as faculty member and chair of the Department of Political Science.

The following chart outlines the organization of the Spitzer School of Architecture and reporting structure as organized under the Dean.

OIT College Assistants Library Staff Senior Academic Advisor Anthony Bowle Student Affairs College Assistant Associate Dean Michael Miller ADVISORY BOARD Operations College Assistant Executive
Assistant to
the Dean
Nicholas Smith **Dean** Marta Gutman J. Max Bond Center Assistant Director Lizzie MacWillie Center
Center
Director
Shawn
Rickenbacker M.S. Sustainability Katherine Gloede FACULTY
Full-time
Visiting
Adjuncts
+
Substitute
Distinguished
Lecturer CAA olina Colon

The Bernard and Anne Spitzer School of Architecture

5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

Faculty, staff, and students are engaged in governance of the architecture programs at Spitzer and CCNY. While the dean and/or chair appoint colleagues to some positions, such as the deputy chair and the directors of graduate programs, the Spitzer Faculty Council elects the chair, other representatives, and members of standing committees, typically for three-year terms. The Spitzer School needed to revise its bylaws per College and CUNY governance and create separate departmental and divisional bylaws. This project, launched in 2016 and set aside due to leadership changes, was accomplished in 2022.

For context, note that faculty and professional staff members at CUNY who are not actively serving in executive titles (Dean, VP, Provost, etc.) are members of one of two collective bargaining units: the **Professional Staff Congress of CUNY** (<u>PSC-CUNY</u>) and the **American Federation of State, County and Municipal Employees District Council 37, AFL-CIO** (<u>DC 37</u>). PSC-CUNY members include all full-time and adjunct faculty, department chairs and program directors, library faculty and staff, college lab technicians, and higher education officers. Graduate students hired by the department as adjunct faculty are covered by the PSC-CUNY contract for the duration of their appointment. Clerical staff and college assistants are covered by the DC 37 collective bargaining agreements.

As mandated by the bylaws of the university (CUNY), the college (CCNY), the division (Spitzer), and the department (Architecture), faculty committees provide accountability and execute decisions regarding curricular and academic personnel. In addition to governance-mandated policy-making responsibility, faculty and senior staff take an active role in managing the department and division by serving as chairs of standing committees and in taking responsibility for administration and operations.

Department

The Department Chair convenes the Architecture Department faculty as a body at least twice per semester. These departmental standing committees meet monthly, with faculty representatives elected by the Spitzer Faculty Council typically for three-year terms:

- Executive Committee
- Student Advisory Committee
- Curriculum Committee

Faculty appointments and reappointments are recommended by the department's **Executive Committee**, an elected body consisting of the chair (elected also, but separately) and four full-time faculty members. This committee serves as the department's personnel and budget committee, approving annual reappointments and peer observations of teaching performance.

The **Student Advisory Committee**, a body that advises the department on various matters, consists of five (5) students elected annually from among the department majors and graduate programs, who shall be of at least junior status. They organize and preside over regular advisory meetings with the student body.

The department chair serves as chair of the **Curriculum Committee** and the full-time faculty elect four colleagues to represent the curricular areas of design and visual studies, history/theory, technology and structures, and sustainability. They are joined by the three directors of the Programs in Graduate Architecture, Landscape Architecture, and Urban Design, an elected adjunct faculty representative, and the dean, ex-officio with voice but not vote. Meetings of the committee are open to all faculty—part-time and full-time—and to student representatives and staff. For further detail see Section 5.3 Curricular Development.

Division

The dean convenes the faculty and staff of the Spitzer School of Architecture as a body at least twice per semester. The school has the following standing committees, which meet regularly:

- Personnel and Budget Committee (P&B)
- Committee on Course and Standing
- Justice, Equity, Diversity, and Inclusion (JEDI) Committee
- Student Scholarships and Financial Need Committee
- Fellowships and Awards Committee

The **Personnel and Budget Committee (P&B)** reviews the decisions of the Executive Committee in light of personnel and budgetary priorities. Members include the chair of the department, the directors of the Programs in Graduate Architecture, Landscape Architecture, and Urban Design, two elected members of the full-time faculty, elected for three-year terms, and the dean ex-officio as the chair, but without vote.

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

The dean appoints the **Student Scholarships and Financial Need Committee** and **Fellowships and Awards Committee** and in consultation with the Department Chair, the Associate Dean, and Program Directors convenes the committees periodically throughout the school year. Her executive assistant, Nick Smith, maintains a comprehensive list of scholarships, fellowships, and awards and works with the Director of Finance and Administration, Camille Hall, the Associate Dean, Michael Miller, the Director of Graduate Affairs, Hannah Borgeson, and other senior staff members to ensure timely decision-making.

An ad hoc **Graduate Steering Committee** of graduate program directors and the Director of Graduate Affairs meets regularly with the dean and the chair to discuss timely matters of program governance, such as policies specific to graduate programs, enrichment activities, student recruitment, retention, and admissions.

Additional standing committees are created, whose members are appointed by the dean, as necessary.

The bylaws of the Spitzer School of Architecture and of the Architecture Department are available here.

College level

Three full-time faculty members from the Architecture Department are elected senators of the **CCNY Faculty Senate**. One full-time faculty member is elected to represent the school on the **Faculty Committee on Personnel Matters (FCPM)**, advisory to the President.

The **CCNY College Review Committee**, on which the dean of architecture is a standing member, reviews all academic policies and evaluates and approves all appointments and reappointments including those for tenure and promotion. From there the case is sent to the president and finally on to the CUNY Board of Trustees. A faculty member may appeal an adverse decision to the next higher level.

The dean is a standing member of the **President's Cabinet** which is the College's senior decision-making body and has representation from each of the College's organizational divisions. As a group, it oversees the academic and administrative policies of the College.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

The B.Arch and M.Arch programs' multiyear strategic objectives focus on serving students in the respective programs based on the <u>Architecture Programs Mission</u>. At the core of this effort is to provide excellence in professional education to the students of New York City and New York State. Before addressing the specific strategic objectives of the B.Arch and M.Arch programs, it is instructive to chart larger institutional strategic planning and assessment efforts.

Multiyear Strategic Objectives

The B.Arch and M.Arch programs work within the broader context of strategic planning initiatives (moving from the broadest to the most specific)—from the university (City University of New York), to the college (City College of New York), to the division (Spitzer School of Architecture).

- University-wide strategic objectives:
 - The City University of New York's strategic objectives are centered on the "<u>CUNY Lifting New York; 2020-2030 Strategic Roadmap</u>." Key performance indicators are detailed below in section 5.2.2.
- College-wide strategic objectives:
 - The City College of New York's strategic objectives center on the current strategic plan, "Looking Forward: The City College of New York Strategic Plan 2019-24." As this document will be out of date at the end of 2024, CCNY is currently creating a new strategic plan; the Dean of the Spitzer School is on the steering committee. Current key performance indicators are detailed below in section 5.2.2.
- Divisional strategic objectives:
 - o In setting strategic objectives, the Spitzer School of Architecture is guided by the strategic objectives of the College, which are in turn guided by the University's strategic objectives.
 - The Dean of the Spitzer School of Architecture has identified these additional strategic objectives:
 - Advance fundraising.
 - Reconstitute the Dean's Advisory Council, inactive since 2015.
 - Strengthen and expand professional networks and community engagement for the undergraduate and graduate students in architecture as well as leadership.
 - Expand and enhance communications.
 - Upgrade facilities, improve IT, and enhance operations
 - Key performance indicators are detailed in section 5.2.2. As part of this process, a selfassessment report has been issued by our assessment consultant and will be provided as evidence.

Within the context of university-, college-, and divisional-level strategic planning, B.Arch and M.Arch programs focus strategic planning and assessment processes on ongoing improvements to the curriculum, which includes the need to meet NAAB conditions, and to better serve and support the students we teach. Fortunately, the Spitzer School provides the programs with excellent physical and financial resources, thanks to the Spitzer endowment, in contrast to many other public institutions of higher education.

Nevertheless, financial resources for both the B.Arch and M.Arch programs depend on enrollment, which declined during the Covid-19 pandemic. This circumstance, which affected programs across CCNY, indeed across CUNY, creates pressure to bring students to Spitzer. The B.Arch program is recovering students, with enrollment in the first and second years since Covid at capacity (filling five core studios rather than four). The M.Arch program is starting to rebuild enrollment (aiming to regularly fill two foundation studios).

- The B.Arch program has the following strategic goals:
 - o Continuing to increase and stabilize enrollment from year to year.
 - Placing a greater emphasis on professional skills so that professional architecture education prepares students to enter the professional workplace, while not mimicking it.
 - o Continue working on aligning the curriculum with the diversity of our student body.

- Better align with community colleges. Given the students we serve, many come to the B.Arch program as transfer students with associate degrees in architectural technology or architecture adjacent majors. It is difficult and not always preferable to provide transfer credits for prior courses, which do not meet the rigors of a NAAB-accredited degree. However, this lengthens time to degree, which can be more costly, especially as federal and state scholarships expire before transfer students complete the B.Arch degree.
- Improve our ARE Pass Rates (not differentiated by program).
- The M.Arch program, has the following strategic goals:
 - Increase and stabilize enrollment from year to year. One way to do this is to increase yield among admitted students; another is to increase applications from students who already appreciate the value of an in-state CUNY education (i.e. graduates of CUNY and SUNY colleges).
 - o Continue work on aligning course content with the diversity of our student body.
 - Assess the impacts on student success and retention of the new curriculum which reduces program credits from 108 to 90.
 - Develop a 2-year, 60-credit degree track for applicants holding a 4-year B.Tech or B.S. in Architecture pre-professional undergraduate degree.
 - Improve tracking of employment, credentialling and other outcomes for alumni of the program (now 20 years old).
 - o Improve our ARE Pass Rates (not differentiated by program).

5.2.2 Key performance indicators used by the unit and the institution.

Program Response:

Key performance indicators (KPIs) used by the University (CUNY), the College (CCNY), and the Division (the Spitzer School of Architecture) are set as part of the strategic planning efforts explained in 5.2.1.

- University-wide indicators of the "CUNY Lifting New York; 2020-2030 Strategic Roadmap":
 - Creating a student-centered, equity driven university
 - Catalyzing upward mobility and prosperity
 - Nurturing and renewing the academic core
 - Designing a convergent research and innovation ecosystem
 - o Reimagining University finance and infrastructure
 - Promoting college differentiation and university integrations
- College-wide strategic indicators of the "Looking Forward: The City College of New York Strategic Plan 2019-24":
 - o SP1: Build Student Success
 - SP2: Promote Research, Scholarship, and Creativity
 - SP3: Enhance Diversity
 - SP4: Renew and Refresh our Physical Plant
 - o SP5: Build Financial Stability and Finance the Strategic Plan
- Divisional strategic indicators for the Spitzer Dean's objectives (in addition to the objectives set by CCNY):
 - Advance fundraising using KPI's set out in "The Spitzer Plan: Seven Steps to the Future"
 - Step 1: Grow the Spitzer Architecture Fund
 - Step 2: Invest in Students
 - Step 3: Diversify and Enhance Faculty
 - Step 4: Grow Academic Programs
 - Step 5: Support and Expand Community Engagement
 - Step 6: Address the Climate Emergency: Materials Science, Robotics, and Building Technology
 - Step 7: Share Spitzer's Story
 - Dean's Advisory Council
 - Meet quarterly

- Form subcommittees to support fundraising, advance student success, and promote Spitzer.
- Strengthen and expand professional networks and outreach
 - Work with Dean's Advisory Council (see above) to set benchmarks
 - Track networking touchpoints for students
 - Leadership activities for 2024-2025 include:
 - Large Firm Roundtable (LFRT) Deans' Forum
 - Deans' Roundtable, AIANY Center for Architecture
 - o Places Journal, Spitzer has become an academic partner (2-year commitment)
 - Attend ACSA Administrator's Conference
- Communications
 - Hire students as hourly assistants
 - Assess the Spitzer School's digital signage
 - Assess digital imprint, social media posts using standardized measures for effective outreach
 - Assess the need for marketing consultant, to help brand the Spitzer School.
- o Enhance operations, upgrade facilities, improve IT
 - Appoint a director of facilities and operations
 - Complete capital projects (DASNY-funded)
 - Upgrade classrooms, lecture halls, and public spaces throughout the building
 - Establish and equip laboratories to advanced funded research at Spitzer
 - Bring the renovation of the Sorkin Reading Room to completion
 - Involve students in the design and construction of building improvements
 - Leverage CARES funding to improve IT (WIFI and equipment)
 - Establish a reservation desk

5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

At the divisional level, the Spitzer School has taken the following steps to further its mission and stated multiyear objectives:

- The division has taken steps to enhance fundraising including:
 - The dean launched a fundraising campaign to endow the Michael Sorkin Visiting Distinguished Lecturer position. This position is intended to bring new visiting instructors with new perspectives and diverse talents in keeping with the changing demographics and demands of the architecture field.
 - Presented the "Place, Memory, and Culture Incubator at the Spitzer School of Architecture," at the Planned Giving Breakfast, CCNY.
- The dean reconstituted the Dean's Advisory Council with robust alumni representation and important friends and partners of Spitzer.
 - o The Council met with the dean three times in the past academic year.
- Strengthen and expand professional networks and community engagement for the undergraduate and graduate students in architecture as well as leadership.
 - Partnered with the Bronx AIA Chapter, Bronx Borough President, and New York City Economic Development Corporation to support a design competition for Hunt's Point and Longwood Development. Events included Bronx AIA Chapter sponsored an Awards Ceremony, with scholarships and prizes awarded to Spitzer student as well as an awards ceremony at the Bronx Borough Hall.
 - o Partnered with <u>Rise Light & Power</u> to build a model of Ravenswood Power Plant, and help craft a vision for a renewal future, with the team led by two B.Arch students and a faculty member.
 - Participated in "Guess-A Sketch" fundraiser at the Center for Architecture, Spitzer team (faculty, students, staff) earned second place in the competition and helped the CfA raise \$81k to support their mission of providing design education programs for all ages.

- Attended fundraisers and galas on behalf of Spitzer: NYC AIA Common Bond, NYC AIA Awards
 Ceremony, Architectural League, Design Trust for Public Space, Consortium for Sustainable
 Urbanization, Municipal Arts Society, Save Harlem Now!, Urban Omnibus@15 Anniversary Party,
 While We Are Still Here: Honoring the Ancestors @ the Apollo.
- The dean also attended events including the "Energy in a Changing Climate," NYC Future Energy Conference, CCNY; the Annual Preservation Conference: The Good, the Bad, the Ugly: Government's Impact on Historic Neighborhoods, Historic Districts Council, Harlem One Stop, and West Harlem Community Preservation Organization, CCNY; the "Closing the Skills Gap for the Future Organization," Society of Design Administration, AIANY Center for Architecture; and the Deans' Roundtable AIANY Center for Architecture.
- Expand and enhance communications.
 - Hired Nicholas Smith, executive assistant to dean, in fall 2022, and Evi Abeler, communications director, in summer 2023.
 - Amplified Spitzer's social media presence (IG, Facebook, LinkedIn) with regular posts, Spitzer's IG
 has the most followers in the College.
 - Publish a newsletter and annual report.
 - Advertise undergraduate and graduate programs, digitally using search engine optimization, and in print, using Dezeen.
 - Redesigned website landing page, with news of public events, student activities, faculty accomplishments, and examples of student work updated regularly.
 - o Launched Spitzer Stars as part of the school's digital signage, celebrating achievements of recent graduates (shooting stars) and distinguished alumni (shining stars).
- Enhance operations, upgrade facilities, improve IT
 - Hired Jason Garcia, director of facilities and operations
 - Capital projects (DASNY-funded) are underway, and expected to be complete by May 2025, as described below, section 5.6
 - Classrooms, lecture halls, and public spaces have been upgraded throughout the building as described below, section 5.6
 - The Advanced Building Construction Laboratory (ABC Lab) has been established and equipped;
 the new Fabrication and Robotics Laboratory is in construction, and another laboratory is
 planned; for more information, please see section 5.6
 - The renovation of the Sorkin Reading Room is complete, and the facility is expected to open to readers in October 2024.
 - B.Arch students designed, constructed, and curated "The Wall," an exhibition of student work at Spitzer.
 - o CARES funding was leveraged to improve IT (WIFI and equipment, see section 5.8 for more detail)
 - A reservation desk has been established.

The B.Arch program has taken the following steps to further its mission and stated multiyear objectives:

- The B.Arch program has taken steps toward professionalizing the curriculum, although there is always more work to be done in this respect. Key advances include:
 - Beginning in fall 2023, faculty have worked in the B.Arch core curriculum to reduce parametric modeling tools as the guiding principle in visual representation pedagogy to emphasize instead basic visualization and drawing techniques in line with contemporary professional standards.
 - Return to 3-D model making in design studios and other courses when appropriate, after model making declined during the Covid-19 pandemic. The dean's office has contributed additional funds, when appropriate, to fund model making.
 - Beginning in spring 2023, an annual Advanced Studio for fourth- and fifth-year students is sponsored by the Bronx AIA Chapter. Although this is an optional studio for a select number of students, it offers them the opportunity to work within professional constraints and collaborate with professionals from outside the Spitzer School. The Bronx AIA provides a financial award to

- the two best projects from this studio at an annual award ceremony held at various high-end design showrooms in New York City.
- Having B.Arch student work reviewed by outside professionals who provide feedback.
- The B.Arch program has taken steps toward better aligning the curriculum with the diversity of our students, although there is always more work to do in this respect. Key advances include:
 - The overall reduction in credits in the B.Arch program means that students will finish in a timely manner and at less cost.
 - Aligning the curriculum, beginning in 2023-24, with the Spitzer School's <u>Place, Memory, and Culture Incubator</u>. In so doing, the curriculum better connects architecture with the New York City neighborhoods from where our student body hails.
- To better align with community colleges, conversations with the Civil Technology Program at SUNY
 Westchester Community College have already occurred to better understand and start addressing the
 challenges transfer students into the B.Arch program are facing.

The M.Arch program has made the following steps to further its mission and stated multiyear objectives:

- Program enrollment in the incoming class increased by 18% in fall 2023 and is on track to increase a further 35% or more in fall 2024, returning the program to a stable size. Around half of this fall's incoming class are anticipated to be graduates of CUNY or SUNY colleges.
- The program has taken steps toward better aligning the curriculum with the diversity of our students, although there is always more work to do in this respect. Key advances include:
 - The overall reduction in credits in the program means that more students will finish in a timely manner and at less cost, and that more students will likely be retained to graduation.
 - The overall reduction in contact hours means that students with significant outside commitments (family, jobs, etc.) will have more flexibility in managing their schedules.
 - Connecting the graduate programs, in 2023-24, with the Spitzer School's <u>Place, Memory, and Culture Incubator</u>. In so doing, the curriculum better connects students with the New York City neighborhoods from where many students hail.
- To better align with some of our top feeder programs, conversations with CUNY New York City College of Technology (CityTech), University of Buffalo, and SUNY Farmingdale State have been initiated. These are beginning steps towards developing a 2-year degree track.
- The Director of Graduate Affairs, with input from the Director of Graduate Programs in Architecture, is continually updating contact lists of program alumni.

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

Strengths

The B.Arch program is fortunate to have a robust, yet nimble, core curriculum allowing for continuous assessment-based improvements of learning outcomes and opportunities. Our longstanding sequences in Construction Technology, Structures, and the Survey of World Architecture establish core competencies, although course materials are regularly reviewed by instructors and area coordinators to ensure that the sequences remain up to date. The Core Studio sequence is organized around central themes ("Craft," "Environment," "Cities," "Histories," "Assemblies," "Integration"); the content of the syllabi is adjustable to meet the changing requirements of professional education, professional trends, and assessment findings.

Similarly, the M.Arch foundation year and "Studio + Research workshop" experiences are each evolving to provide desired breadth within the relatively short program (compared with B.Arch), while still providing a deep and solid grounding via Construction Technology, Structures, and the Survey of World Architecture sequences, as well as the first year Foundation Studios and Visualization courses. Core knowledge and skills are introduced and reinforced in the first year extending into the second year. During both the second and third years, students' knowledge and skills are expanded and individualized, particularly during the "Studio + Research workshop" experiences. Our

program is designed to provide both a solid foundation—instilling confidence in students of their preparedness for the profession—and many opportunities for broad exposure to differing ways and modes of engaging in design and practice.

Challenges

The implementation of a self-assessment process for evaluating student learning outcomes in relationship to student performance data has proved challenging at the fine-grain level of course evaluation. The self-assessment method recommended by NAAB's 2020 Edition Conditions for Accreditation as well as in supplementary assessment materials and recommendations have certainly provided opportunities, as described below. As architectural educators are rarely trained in recommended self-assessment practices based in the social science methodologies required for direct assessment, attempts to distribute the work among faculty proved unsuccessful. Implementing this form of direct course assessment, while gaining input from all faculty, has fallen on the few faculty members who are capable in this area. Thanks to the Spitzer endowment, we have also been able to hire an assessment consultant to assist faculty with this process. Nevertheless, undertaking a comprehensive, directassessment assessment process, although valuable in many respects, has created unanticipated consequences in terms of labor and costs. This challenge is not unique to architecture. In planning the implementation of a comprehensive curricular self-assessment process, CCNY's Director of General Education, who oversees curricular assessment of the college-wide General Education curriculum, was consulted and cautioned that assessment "is a full-time job." Therefore, it would be helpful in future iterations of NAAB's Conditions for Accreditation to acknowledge the costs of assessment as part of professional accreditation conventions to better prepare institutions and/or provide alternative assessment models that are cost neutral.

Opportunities

Ongoing self-assessment allows the programs to grow and better serve students and faculty. The following key opportunities have arisen from the comprehensive self-assessment of the B.Arch and M.Arch programs:

- More robust oversight of and direct involvement in the curriculum and its implementation by the Chair of the Architecture Department, the Director of the Graduate Programs in Architecture, Studio Coordinators, Area Coordinators, and faculty members.
- More intimate familiarity of different parts of the curriculum among these different constituencies. The more directed oversight, involvement, and familiarity with the curriculum and programs has created greater confidence in making improvements that will improve student outcomes and experience.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

As discussed in above in section 5.2.1, the Spitzer School of Architecture Dean's Advisory Council has been revived and is currently comprised of 15 members (8 are Spitzer graduates). Members include:

- Joseph Fleischer, B.S. '65, B.Arch '66, co-chair
- Carlos Cardoso, B.S. '92, co-chair
- Venesa Alicea-Chuqui, B.Arch '05
- John Cetra, B.Arch '76
- Edmund Hollander
- Joan Krevlin
- Carol Kurth, B.Arch '81
- Fern Lan Siew, M.L.A '15
- Jonathan Marvel
- Nancy Ruddy
- Frank Sciame, B.S. '74
- Adi Shamir-Baron
- Claire Weisz

The Advisory Council met in December 2023, March 2024, and April 2024. The Dean shared Spitzer's accomplishments, challenges, and opportunities, and opened discussion of the tri-fold purpose of the Council, which is to advance philanthropy, help student success, and promote the Spitzer School. Discussion of the ways in which the Spitzer School can make some adjustments to reinforce the highest level of student academic achievement was also welcomed.

As part of the self-assessment process of the B.Arch core curriculum, the Spitzer School hired a professional, registered architect not affiliated with the school to review 20% of the student work to be submitted as evidence for SC.5 and SC.6 in the current accreditation cycle. This outside input provided welcome insight, not simply on the quality of the work itself, but also on the differing requirements and expectations of professionals, teachers, and the students themselves who are still acquiring core competencies. Details about this assessment process are provided as part of the evidence of our self-assessment process.

Professional architects from local firms and public agencies routinely attend studio reviews of B.Arch and M.Arch programs. While this is mostly done through personal networks of studio instructors, the Chair of the Architecture Department also connects outside professionals with faculty members, when appropriate. During studio trips in the M.Arch program, practitioners in the places visited meet with students and, often, remain in touch remotely over the course of a project. Another outreach effort by the Director of Graduate Programs in Architecture involves annually inviting a large group of recent program alumni to attend a "science fair" style review of first-year studio work in the spring semester.

The current Director of Graduate Programs in Architecture recently served a year as the Academic Director on the Board of Directors of AIA New York and is currently on an AIA New York standing committee. She has served on national boards and committees of NCARB, NAAB, and ACSA, and has served several times on pro-bono AIA SDAT teams; this service helps to keep the school and program connected to the primary U.S.-based allied professional organizations in the field.

Finally, on a less formal level, the annual Spitzer Career Fair brings a large group of practitioners to campus every year, providing an opportunity for informal conversations with school leadership and advisors about the progress of our students. Extensive portfolio preparation support activities for students precede the event.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

Program Response:

Based on the aspects of strategic self-assessment detailed in section 5.2.1 that were in effect in 2021-22 through 2022-23, the B.Arch and M.Arch programs underwent a self-assessment process leading to the curricular changes that reduced the number of credits in both programs (as described in the Introduction, and elsewhere in this APR). This is the clearest example of the ways in which the programs use self-assessment processes on an ongoing basis to promote student and faculty success. With our ongoing self-assessment practices, we anticipate continuing to use the results of self-assessment to marshal positive change.

5.3 Curricular Development. The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

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B.Arch:

Common to both the B.Arch and M.Arch programs are integral and comprehensive assessment processes to continuously improve learning outcomes and opportunities in the curricula, and to meet the requirement of the NAAB's 2020 Edition Conditions for Accreditation. The curricular assessment process is shaped by university-wide shared governance structures concerning course development. Our assessment process has had three phases:

- Long-standing methods of self-assessment connect to the larger institutional context of the City University
 of New York:
 - Setting and developing the curricular agendas and initiatives of the B.Arch and M.Arch programs start at the Curriculum Committee of the Architecture Department. Therefore, assessment operates in concert, through this committee, as part of the Architecture Department's curricular planning. 5.3.2 below details the functioning of this committee.
 - Course and Teaching Surveys are distributed, at the end of each semester, to students registered
 in every course. The results of these surveys are shared with instructors and the Chair of the
 Architecture Department. The Chair shares the surveys with members of the Executive
 Committee of the Architecture Department who flag concerns, which are followed up on by the
 Chair
- Long-standing methods of self-assessment have been in place since the last accreditation cycle and before:
 - The B.Arch and M.Arch programs both have a long-standing practice of holding extended semesterly assessment sessions of design work, a few days after final studio reviews are concluded, for faculty members teaching in the respective programs. Studio Coordinators, Program Directors, the Department Chair, and the School Dean also attend. A range of student work is shared (virtually, via Zoom) and faculty are asked to speak frankly about the outcomes, the successes, and what they might have done differently. Minutes are kept.
 - The Chair of the Architecture Department (who administers the B.Arch program) and the Director of the Graduate Programs in Architecture regularly meet with each other, area coordinators, Core Studio coordinators, and other faculty members teaching in the respective programs for curricular planning and debriefing concerning key required courses. Minutes are kept when appropriate.
- Newer self-assessment methods have been rolled out during the past year to meet the NAAB's sharper emphasis on self-assessment in the 2020 Edition Conditions for Accreditation:
 - Full-time faculty teaching in the B.Arch and M.Arch programs meet 3-4 times a semester to discuss and establish methods, criteria, and benchmarks of self-assessment in the curricula.
 - The B.Arch and M.Arch programs implemented a comprehensive self-assessment of desired student learning goals and outcomes. This self-assessment has been undertaken in the 2023-24 academic year in all courses in which PC and SC criteria are seeded. In the cases of course sequences, such as Construction Technology, Structures, and Survey of World Architecture, benchmarks have been established at pivotal points and at the end of the sequence. This assessment process will be repeated in the 2024-25 academic year to trace outcomes of curricular adjustments considering the 2020 Edition Conditions for Accreditation. For courses that are not meeting desired student learning outcomes, the assessment process will continue annually until benchmarks are achieved; a more comprehensive self-assessment process will take place every third year following 2024-25. Moving forward, the three-year assessment cycle is intended to align with the mandated three-year term of the Chair of the Architecture Department.

M.Arch:

Common to both the B.Arch and M.Arch programs are integral and comprehensive assessment processes to continuously improve learning outcomes and opportunities in the curricula, and to meet the requirement of the NAAB's 2020 Edition Conditions for Accreditation. The curricular assessment process is shaped by university-wide shared governance structures concerning course development. Our assessment process has had three phases:

- Long-standing methods of self-assessment connect to the larger institutional context of the City University of New York:
 - Setting and developing the curricular agendas and initiatives of the B.Arch and M.Arch programs start at the Curriculum Committee of the Architecture Department. Therefore, assessment operates in concert, through this committee, as part of the Architecture Department's curricular planning. 5.3.2 below details the functioning of this committee.
 - Course and Teaching Surveys are distributed, at the end of each semester, to students registered in every course. The results of these surveys are shared with instructors and the Chair of the Architecture Department. The Chair shares the surveys with members of the Executive Committee of the Architecture Department who flag concerns, which are followed up on by the Chair.
- Long-standing methods of self-assessment have been in place since the last accreditation cycle and before:
 - The B.Arch and M.Arch programs both have a long-standing practice of holding extended semesterly assessment sessions of design work, a few days after final studio reviews are concluded, for faculty members teaching in the respective programs. Studio Coordinators, Program Directors, the Department Chair, and the School Dean also attend. A range of student work is shared (virtually, via Zoom) and faculty are asked to speak frankly about the outcomes, the successes, and what they might have done differently. Minutes are kept.
 - The Chair of the Architecture Department (who administers the B.Arch program) and the
 Director of the Graduate Programs in Architecture regularly meet with each other, area
 coordinators, Core Studio coordinators, and other faculty members teaching in the respective
 programs for curricular planning and debriefing concerning key required courses. Minutes are
 kept when appropriate.
- Newer self-assessment methods have been rolled out during the past year to meet the NAAB's sharper emphasis on self-assessment in the 2020 Edition Conditions for Accreditation:
 - Full-time faculty teaching in the B.Arch and M.Arch programs meet 3-4 times a semester to discuss and establish methods, criteria, and benchmarks of self-assessment in the curricula.
 - o The B.Arch and M.Arch program implemented a comprehensive self-assessment of desired student learning goals and outcomes. This self-assessment has been undertaken in the 2023-24 academic year in all courses in which PC and SC criteria are seeded. In the cases of course sequences, such as Construction Technology, Structures, and Survey of World Architecture, benchmarks have been established at pivotal points and at the end of the sequence. This assessment process will be repeated in the 2024-25 academic year to trace outcomes of curricular adjustments considering the 2020 Edition Conditions for Accreditation. For courses that are not meeting desired student learning outcomes, the assessment process will continue annually until benchmarks are achieved; a more comprehensive self-assessment process will take place every third year following 2024-25.
- **5.3.1** The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

B.Arch:

Given the shared governance structures of CUNY and the role of the Architecture Department's Curriculum Committee in setting and developing the curricular agendas and initiatives of the B.Arch and M.Arch programs, assessment is deeply tied to curricular development, including the NAAB Program and Student Criteria. As mentioned above, full-time faculty teaching in the B.Arch and M.Arch programs have been meeting 3-4 times a semester to discuss and establish methods, criteria, and benchmarks of self-assessment in the curricula.

M.Arch:

Given the shared governance structures of CUNY and the role of the Architecture Department's Curriculum Committee in setting and developing the curricular agendas and initiatives of the B.Arch and M.Arch programs, assessment is deeply tied to curricular development, including the NAAB Program and Student Criteria. As mentioned above, full-time faculty teaching in the B.Arch and M.Arch programs have been meeting 3-4 times a semester to discuss and establish methods, criteria, and benchmarks of self-assessment in the curricula.

In addition, given the relatively small size of the program, the Director of Graduate Programs in Architecture meets individually before and after each semester with faculty teaching the required non-studio courses offered only to graduate students to review course materials, learning objectives, outcomes, and areas for improvement. Meeting memos document discussions.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

B.Arch:

As explained above, setting and developing the curricular agendas and initiatives of the B.Arch and M.Arch programs start at the Curriculum Committee of the Architecture Department, a required body of the Architecture Department. The committee is chaired by the Department Chair and comprised of seven additional faculty members with voting privileges; the Dean of the Spitzer School and members of Student Advisory are among the ex-officio members who serve without vote. Curriculum Committee meetings are open. Formal curricular changes, regardless of their brevity, must first be approved by this body and then brought for discussion and vote to the Faculty Council of the Architecture Department. Formal curricular changes then follow CUNY-wide protocols at the college and university levels before going to the New York State Education Department (NYSED) for final approval. The initial implementation of curricular changes generally takes a full calendar year from the time they are approved at the divisional level of the Spitzer School.

Setting and developing the curricular agendas and initiatives of the B.Arch program is overseen by the Department Chair who is the Program Administrator of the B.Arch program. Area coordinators for technology, history/theory, design and visual studies, and sustainability oversee the curriculum in their areas and make recommendations to the Chair, often via the Curriculum Committee.

M.Arch:

As explained above, setting and developing the curricular agendas and initiatives of the B.Arch and M.Arch programs start at the Curriculum Committee of the Architecture Department, a required body of the Architecture Department. The committee is chaired by the Department Chair and comprised of seven additional faculty members with voting privileges, including the Director of Graduate Programs in Architecture; the Dean of the Spitzer School and members of Student Advisory are among the ex-officio members who serve without vote. Curriculum Committee meetings are open. Formal curricular changes, regardless of their brevity, must first be approved by this body and then brought for discussion and vote to the Faculty Council of the Architecture Department. Formal curricular changes then follow CUNY-wide protocols at the college and university levels before going to the New York State Education Department (NYSED) for final approval. The initial implementation of curricular changes generally takes a full calendar year from the time they are approved at the divisional level of the Spitzer School.

Setting and developing the curricular agendas and initiatives of the M.Arch program is overseen by the Director of Graduate Programs in Architecture, who is Program Administrator of the M.Arch and the M.S. Arch programs; the Director coordinates with and supports the Department Chair on implementation. Area coordinators for technology, history/theory, and sustainability oversee the curriculum in their areas and make recommendations to

the Director of Graduate Programs in Architecture and the Department Chair, often via the Curriculum Committee. Curricular initiatives that overlap with the other graduate programs of the school often originate in Grad Steering Committee meetings, held monthly with graduate program directors, the Dean, Department Chair, and the Director of Graduate Affairs.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

Program Response:

To set the context for human resources at the Spitzer School, it is necessary to explain university-wide collective bargaining units. All faculty and professional staff members at the City University of New York who are not actively serving in executive titles (Dean, VP, Provost, etc.) are members of one of two collective bargaining units: the Professional Staff Congress of CUNY (<u>PSC-CUNY</u>) and the American Federation of State, County and Municipal Employees District Council 37, AFL-CIO (<u>DC 37</u>). PSC-CUNY members include all full-time and adjunct faculty, department chairs and program directors, library faculty and staff, college lab technicians, and higher education officers. Graduate students hired by the department as adjunct faculty are covered by the PSC-CUNY contract for the duration of their appointment. Clerical staff and college assistant titles are covered by DC 37.

Current full-time faculty members of the Architecture Department who teach in the B.Arch and M.Arch programs are detailed in the appendix, including one-page resumes of each; resumes are also available on the Spitzer School website. Resumes for recurring adjunct professors are also listed on the website. Faculty workload is determined in the collective bargaining agreement between the PSC-CUNY and the City University of New York. Faculty members of professorial rank typically teach 18 hours per year. "Hours" are determined from a person's weekly teaching load of time scheduled in the classroom, as detailed here. A typical load for a full-time faculty member would consist of one studio course per semester and one lecture course or elective every other semester; this is a reduction in one class per year since the 2017 NAAB visit, allowing faculty members more time to dedicate to research and student success. The reduced annual teaching workload, from 21 to 18 hours, promotes student achievement and contributes to student success. The reduced teaching workload provides more time for faculty to fulfill service roles, including being available to students in office hours and for academic mentoring, without unduly compromising time for creative and scholarly research,

The collective bargaining agreement further stipulates that tenure-track faculty members are "released" from teaching the full 18-hour course load in their first five years, effectively providing a lighter teaching load to dedicate time to research. The Department Chair coordinates and reviews teaching and administrative assignments for each faculty member, including committee work, to balance the workloads.

The elected Department Chair receives significant released time from teaching (determined by the college according to size of the department FTE; up to 24 for the Architecture Department, a portion of which a Chair can delegate to a Deputy Chair) as well as a one-month summer salary supplement. Per the collective bargaining agreement, all CUNY Department Chairs also receive a modest amount of research funds (\$3000 annually).

Directors of graduate programs at CCNY may receive a modest amount of release time, based on the size of the program and subject to approval by their dean and the provost. Currently, the Director of Graduate Programs in Architecture receives 3 hours of released time annually. This time is devoted to work on recruitment and admissions for two programs (M.Arch and M.S.Arch); coordination of program-specific courses; several monthly committee meetings; allocation, facilitation, and tracking of program-specific

budget allowances and expenditures; student academic advising; assigning and supervising graduate student college assistants (paid hourly); curricular self-assessments; and other activities (events, publications, etc.) intended to support and enrich the graduate student experience and collegiality within the student cohorts. She is also the faculty advisor of the Graduate Architecture Club (GARC). The college provides no regular salary supplements for graduate program directors.

In exceptional circumstances, such as preparing for the accreditation of a professional school, the chair and dean may seek additional course release for faculty members with approval from the provost.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

The school has active architecture licensing advisors on staff and within the AIAS chapter. In early 2023, Director of Graduate Affairs Hannah Borgeson was appointed as the Architecture Licensing Advisor. The current student licensing advisor is Samantha Ehrman, a CCNY MS Arch student who completed her B Arch at CCNY in 2023. Ms. Borgeson maintains a prominent information station stocked with material from NCARB and contact information for more in-depth advisement. The advisors also partner with the school's social media team to highlight licensure information and successes, promoting a culture of informed decision-making about the pursuit of licensure. The Architecture Licensing Advisor last attended the biannual NCARB Licensing Advisor Summit from August 3 to August 5, 2023. All information can be found on our school's webpage regarding licensure and AXP. Additionally, there is a physical station in the school's main hallway to supply students with materials and information about the licensure process. Additional information may be found here.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

Program Response:

All full-time faculty, adjunct faculty, and staff have a variety of ways to pursue professional development opportunities.

Course and Degree Opportunities

The collective bargaining agreements offer eligible staff, full-time faculty, and adjunct faculty (once they have taught for ten consecutive semesters) tuition waivers for undergraduate classes throughout the City University of New York.

Thanks to the Spitzer Architecture Fund (the endowment), the Spitzer School has funded master's degrees for four staff members who have elected to pursue graduate degrees and successfully completed them; it will fund a fifth staff member, starting in 2024-25. By the same means, the school is also funding the tuition for Assistant Professor Laura Wainer as a part of the inaugural cohort of Global Exchange Fellow at the Urban Design Forum. Dean Marta Gutman has also used the endowment to participate in the <u>Deans' Equity and Inclusion Initiative</u>. So far, she has supported the program, and three tenure-track faculty members as fellows in this program.

Research and Conferences

The collective bargaining agreement offers full-time faculty and adjunct faculty funding for conference registration and travel, research, and other opportunities through <u>PSC-CUNY Research Award Program</u>. The <u>CUNY Academy</u> also offers awards to full-time faculty and adjunct faculty to cover conference registration and travel. At the divisional level, the Spitzer School supports faculty publications with a \$4,000 grant to offset the costs incurred in publishing a book (signed contract required) and covers up to \$1,200 annually for conference registration and

travel for tenured faculty members; the Spitzer School covers double this amount for tenure-track faculty members. There is the possibility of applying for additional funding, on a case-by-case basis, through the office of the Dean of the Spitzer School of Architecture.

The Spitzer School also pays annually for ACSA school membership, which provides individual member access to all full-time and adjunct faculty members and interested administrative staff.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

Student service support at the Spitzer School takes a "high-touch" approach with a low student-to-advisor ratio. At CCNY, on average, the student-to-advisor ratio for undergraduate students is 500:1. In the B.Arch program, the ratio is 200:1. Across the graduate programs at the Spitzer School, including the M.Arch program, the ratio is 125:1. The Spitzer School has two dedicated B.Arch advisors: Amy Daniel, the Director of Undergraduate Affairs, and Tony Bowles, Senior Academic Advisor. Both are supervised and supported by Associate Dean Michael J. Miller, who previously held the title of Director of Undergraduate Affairs. The M.Arch program students share an advisor with students in other graduate programs, Hannah Borgeson, Director of Graduate Affairs.

Faculty also serve as academic mentors to students, both formally and informally. Formally, full-time faculty not serving as graduate program directors are each assigned a group of B.Arch students who are encouraged to meet with them once a semester; graduate program director serve the same role for the students in their programs.

The City College of New York has numerous services for all students.

- CCNY's <u>Career and Professional Development Institute</u> (CPDI) handles career guidance, internship, and job placement. CPDI also hosts the annual career fair, expressly for the students of the Spitzer School. The Spitzer School has an excellent relationship with CPDI's Director, Katie Nailler, who also taught an elective for B.Arch students in spring 2024, "Finding a Job/Internship."
- CCNY's <u>Counseling Center</u> provides free and confidential services to all undergraduate and graduate students who are currently enrolled at City College. Services provided include screening and assessment, crisis intervention, and individual short-term counseling.
- CCNY's <u>AccessAbility Center/Student Disability Services</u> ensures full participation and meaningful access to all of The City College of New York's (CCNY) services, programs, and activities in compliance with the Americans with Disabilities Act of 1990, The Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act of 1968, and other applicable Federal, State, and local non-discrimination laws.
- CCNY's <u>Division of Student Affairs</u> is "dedicated to enhancing the student experience by empowering" the college community "to pursue educational goals."
- CCNY's <u>LGBTQ+ Student Center</u> "is a collaborative resource dedicated to celebrating, empowering, and supporting LGBTQIA+ students, staff, and faculty at The City College of New York."

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

The architecture programs of the Spitzer School are deeply committed to furthering justice, equity, diversity, inclusion, and anti-racism within the academy and the design professions. As one of the most diverse schools of architecture in the United States, Spitzer works hard to be 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.

The school's shared spaces and financial resources are leveraged to enrich and support one of the most diverse student bodies in the country. The school provides about \$600,000 in scholarships annually to undergraduate and graduate students, a significant percentage of this is awarded to students in the B.Arch and M.Arch programs. All programs have access to our digital and physical resources from the moment they begin their time at the Spitzer School. As noted elsewhere in this report, the Spitzer School annually provides all incoming students with a "welcome kit" of drafting and physically modeling tools and supplies; see section 5.7 for the budgeted cost.

The Department Chair and Director of Graduate Programs in Architecture are committed to recruiting prospective faculty from groups that are historically underrepresented in the field to apply for all open search positions. We seek to include our own alumni within pools of prospective faculty for adjunct positions. The school administration does the same when seeking to fill full- and part-time staff positions. Salary schedules as negotiated with our labor union PSC-CUNY and <u>posted</u> on their website are rigorously adhered to for all represented staff, full-time, and adjunct faculty. Per New York State policy, all salaries are publicly listed online.

As noted elsewhere in this report, we strive for our physical resources to be inclusive to all members of our community. Steps towards continuous improvement in this goal include:

- Providing lactation spaces upon request
- Gender inclusive bathrooms
- Private gathering spaces
- Support and access for students with physical and other documented disabilities

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

The Spitzer School is striving to align the demographics of the program faculty and the staff with that of the program's students, and it has made progress in the past few years. Since the last accreditation visit, the following changes to the composition of full-time faculty with teaching responsibilities in the architecture programs have occurred:

- Six faculty members received tenure and promotion to the rank of associate professor, two of whom are Asian women, and one of whom is a Hispanic man.
- Two women and one man were promoted, from the rank of tenured associate professor to the rank of tenured full professor.
- Six new tenure-track faculty members were hired; two are women, three are African American, one is Hispanic, two are Asian.
- One distinguished lecturer and one substitute lecturer were hired; one is Asian.
- Despite retirements, resignation, and death, the B.Arch and M.Arch programs have gained faculty since
 the last 2017 NAAB visit. In 2017, there were 21 fulltime faculty and two visiting distinguished professors
 per year at the Spitzer School teaching in these programs. Currently, there are 24 full-time faculty
 members and a distinguished lecturer position funded as part of the Place, Memory, and Culture
 Incubator.

As noted in the table below, minority members of the fulltime faculty has increased considerably from around a quarter (6 out of 21) to half (12 out of 24). The percentage of women has remained steady at about a quarter (from 6 out of 21 to 6 out of 24). The statistics above do not include the dean, who does not teach; if she were to be included the percentage of women would increase slightly.

The staff has grown since the last cycle, from 11 to 15 members; all vacant positions have been filled, and a search has been approved for another position in 2024-25 (assistant to the Director of Finance and Administration). The diversity of the staff is similar to the last accreditation cycle, with more women than men and at least two-thirds identifying as BIPOC and Latine. Diversity in sexual orientation has also increased among the staff, important at Spitzer where 30% of students report that they are questioning their gender identity.

Spitzer School Architecture Program Students, Fall 2023

GENDER (binary)	B. Arch	M. Arch I	Total	Percent
Women	172	36	208	54.6%
Men	141	32	173	45.4%
TOTAL	313	68	381	100.0%

RACE / ETHNICITY	B. Arch	M. Arch I	Total	Percent
International Student	22	7	29	7.6%
Hispanic/Latino	116	19	135	35.4%
Asian	68	9	77	20.2%
Black or African American	28	7	35	9.2%
Native Hawaiian or other Pacific Islander	1	0	1	0.3%
White	72	25	97	25.5%
Two or more races	6	1	7	1.8%
TOTAL	313	68	381	100.0%

Spitzer School of Architecture Faculty & Staff, Fall 2023

GENDER (binary)	Fulltime	Adjunct*	Staff	Total	Percent	
Women	7	26	9	42	40.4%	
Men	18	38	6	62	59.6%	
TOTAL	25	64	15	104	100.0%	

RACE / ETHNICITY	Fulltime	Adjunct*	Staff	Total	Percent
Hispanic/Latino	3	9	3	15	14.4%
Asian	6	12	2	20	19.2%
Black or African American	3	2	3	8	7.7%
Native Hawaiian or other Pacific Islander	0	0	0	0	0.0%
White	13	41	5	59	56.7%
Two or more races	0	0	2	2	1.9%
TOTAL	25	64	15	104	100.0%

^{*}Spring 2022 data

Architecture Student Body Demographics compared to Faculty & Staff

A territocetore between to buy being graphics compared to racolly a starr							
GENDER (binary)	Arch Students	Faculty+Staff	Difference				
Women	54.6%	40.4%	14.2%				
Men	45.4%	59.6%	-14.2%				
TOTAL	100.0%	100.0%					

RACE / ETHNICITY	Arch Students	Faculty+Staff	Difference
International Student	7.6%	0.0%	7.6%
Hispanic/Latino	35.4%	14.4%	21.0%
Asian	20.2%	19.2%	1.0%
Black or African American	9.2%	7.7%	1.5%
Native Hawaiian or other Pacific Islander	0.3%	0.0%	0.3%
White	25.5%	56.7%	-31.3%
Two or more races	1.8%	1.9%	-0.1%
TOTAL	100.0%	100.0%	

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

The Spitzer School attracts an extremely diverse student body. Students come to Spitzer from across New York City, the metropolitan region, out-of-state, and internationally, having been attracted by our mission, and that of City College which promises access to excellence. Because we are the premier public school of architecture in New York City, Spitzer is the obvious choice for so many students who have dreams of becoming designers but may not have the financial resources to achieve those goals. As the table below shows, Spitzer's demographic make-up aligns with City College, in keeping with our mission.

Architecture Student Body compared to Overall CCNY Student Population

GENDER (binary)	Arch Students	Overall	Difference
Women	54.6%	54.6%	0.0%
Men	45.4%	45.4%	0.0%
TOTAL	100.0%	100.0%	

RACE / ETHNICITY	Arch Students	Overall	Difference
International Student	7.6%	5.5%	2.1%
Hispanic/Latino	35.4%	37.5%	-2.1%
Asian	20.2%	23.3%	-3.1%
Black or African American	9.2%	15.2%	-6.0%
Native Hawaiian or other Pacific Islander	0.3%	0.1%	0.1%
White	25.5%	15.6%	9.9%
Two or more races	1.8%	2.7%	-0.9%
TOTAL	100.0%	100.0%	

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

The City College of New York is committed to a policy of equal employment and equal access in its educational programs and activities. Diversity, inclusion, and an environment free from discrimination are central to our mission. New Title IX regulations will go into effect on August 1, 2024, which will prompt the development of a new CUNY policy. Spitzer will adhere to the letter and the spirit of the new policy, after it is shared by CCNY and CUNY.

It is the policy and practice of City College to recruit, employ, retain, promote, and provide benefits to employees (including paid and unpaid interns) and to admit and provide services for students without regard to race, color, creed, national origin, ethnicity, ancestry, religion, age, sex (including pregnancy, childbirth and related conditions), sexual orientation, gender, gender identity, marital status, partnership status, disability, genetic information, alienage, citizenship, military or veteran status, status as a victim of domestic violence/stalking/sex offenses, unemployment status, or any other legally prohibited basis in accordance with federal, state, and city laws.

It is also City College policy to provide reasonable accommodations when appropriate to individuals with disabilities, individuals observing religious practices, employees who have pregnancy or childbirth-related medical conditions, or employees who are victims of domestic violence/stalking/sex offenses.

This policy also prohibits retaliation for reporting, opposing discrimination, or cooperating with an investigation of a discrimination complaint. More information may be found here.

Additionally, CCNY Public Safety publishes public reports regarding other federal regulations, such as CLERY. More information may be found here.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

Program Response:

The CCNY AccessAbility Center/Student Disability Services (AAC/SDS) ensures full participation and meaningful access to all The City College of New York's (CCNY) services, programs, and activities in compliance with the Americans with Disabilities Act of 1990, The Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act of 1968, and other applicable Federal, State, and local non-discrimination laws. AAC/SDS accomplishes this goal through the coordination and implementation of academic adjustments, auxiliary aids, and support services for students with disabilities. The Center actively works toward full inclusion and the removal of access barriers in policies, procedures, and practices. AAC/SDS engages in increasing disability awareness among members of CCNY community through workshops, trainings, and the dissemination of literature.

In partnership with the AccessAbility Center, the Spitzer School supports accommodations for exams, note-taking, alternate text formats, translators, and assistive technology.

The SSA endeavors to comply with the <u>CCNY Accessible Digital Content Policy</u>, adopted September 1, 2019, in all digital communications.

5.6 Physical Resources

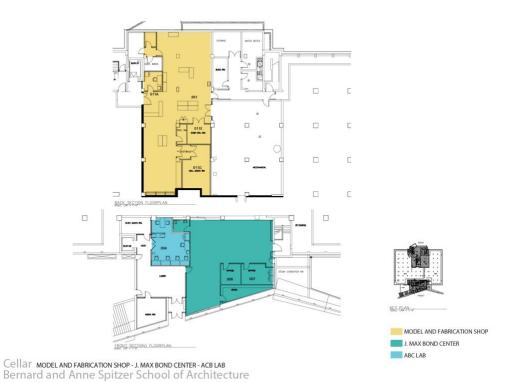
The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

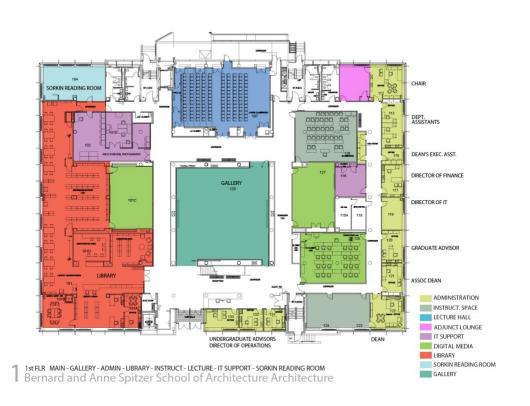
The Spitzer School of Architecture is fortunate to have a dedicated 6-story 135,000 square-foot building, fully renovated for the school by Rafael Viñoly Architects, and first occupied in 2009. Spitzer controls scheduling and room assignments; all NAAB required courses are taught here; no other department regularly uses our classrooms or other facilities. In addition, our building houses spaces for faculty offices, school administration, library, laboratories, and a model shop, and it provides broad support of Spitzer programs, faculty, and staff. Color-coded architectural floor plans are included below, for reference.

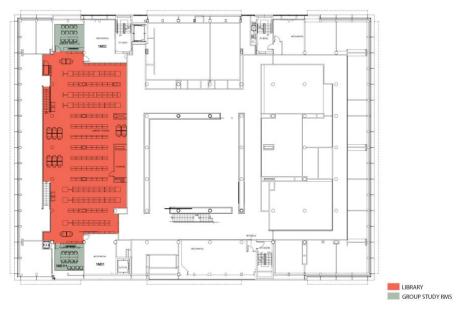
Following the pandemic, it was apparent that the physical facility needed care and attention; in addition to advancing capital improvements, the dean focused attention on renovating and equipping common spaces in the building. Seemingly small changes made a big difference in the everyday life of the Spitzer community—bike racks, a café, an adjunct lounge, a small gallery, a reservation desk for IT, office renovations, improved displays for reviews, and fresh paint on dirty walls.

Central to this success has been the appointment of Jason Garcia, director of operations since 2022, who oversees maintenance, working with his colleagues in facilities, security, and other offices to keep the building clean, make necessary repairs, and address other issues. He is a principal point of contract between the administration, students, and faculty. He observes safety scrupulously, including for fire, keeping hallways clear of furniture and student work, and organizing the recycling of materials for design studios.

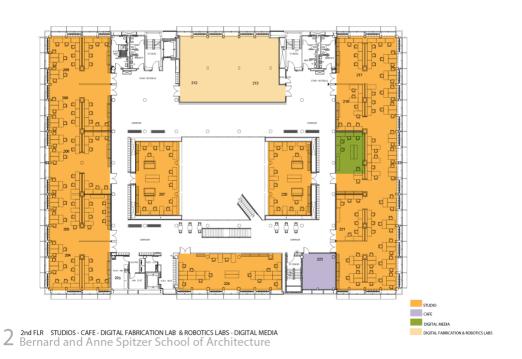
Following are annotated floor plans of the Spitzer School of Architecture.

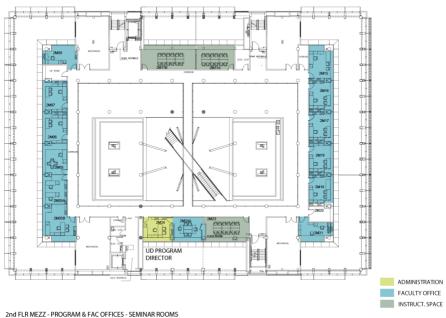




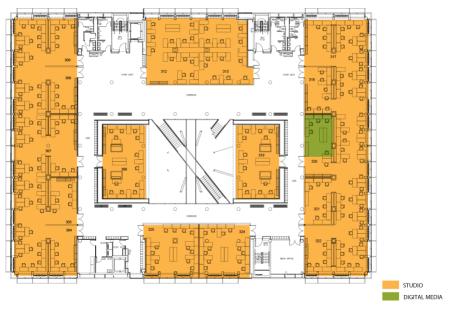


1 M 1st FLR MEZZ - LIBRARY - INSTRUCT SPACE
Bernard and Anne School of Architecture

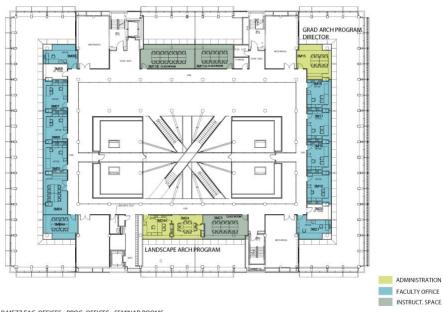




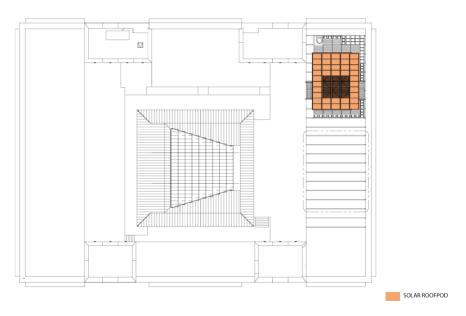
2M $\,^{2nd}$ FLR MEZZ - PROGRAM & FAC OFFICES - SEMINAR ROOMS $\,$ Bernard and Anne Spitzer School of Architecture



3 and FLR STUDIOS - DIGITAL MEDIA Bernard and Anne Spitzer School of Architecture



3M 3rd FLR MEZZ FAC. OFFICES - PROG. OFFICES - SEMINAR ROOMS
Bernard and Anne Spitzer School of Architecture



Roof solar roofpod-bleachers Bernard and Anne Spitzer School of Architecture

5.6.1 Space to support and encourage studio-based learning.

Program Response:

Within the stand-alone 135,000 sq. ft. Spitzer School of Architecture building, two levels [2 and 3] are primarily dedicated to <u>design studios and pin-up space</u>. Pin-up space is also provided on the main level [1] surrounding the Atrium Gallery.

Studio Space

Two levels of the building are primarily dedicated to design studios, the majority of which are used for the B.Arch and M.Arch programs. A typical studio is approximately 1,100 square feet and contains one or two desks per student. Most studio walls are sheathed with acoustically absorptive material which reduces noise and is suitable for pinning up student work. Studio space is configured to maximize flexibility, utilization, and capacity. Studio space can be configured to provide between 30 and 34 studios with a total studio capacity of between 480 and 510+ students. There is sufficient space in most studios for desk arrangements that allow a larger central table for class conferences, large model construction, or other common uses. Studios are well-lit, most receiving abundant natural light, providing a pleasant and accommodating environment highly conducive to studio-based learning and work.

Pin-Up Spaces

Ample pin-up space in public and flexible configurations is immediately adjacent to studios. Three floors of pin-up space [1, 2 & 3] are equipped for review and public display. Specialized moveable walls were installed recently to provide more exhibition space on 2. Classroom 128 is also equipped for pin-ups and reviews (a recent upgrade). All are well-lit and equipped with portable large-format video monitors. The wall surfaces of the four corridors around the first-floor atrium gallery are also available for project pin-ups and wall-mounted exhibits. Lighting in these corridors was recently upgraded.

Atrium Gallery

The central atrium gallery space, around which the building is organized, provides 3,000 square feet of well-lit exhibition space with just over 200 linear feet of pin-up vertical exhibition area. The gallery is used for major external and internal exhibits, as well as for final reviews and events such as receptions and the Spitzer Career Fair. This space is closed until early- to mid-2025 for roof and ceiling repairs.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

Classrooms of a range of sizes and types, as well as labs, are located on several floors of the building [Cellar, 1, 2M, 3M and in the Library], mostly for the exclusive use of the Spitzer School of Architecture. Scheduling of these spaces is under the purview of the Architecture Department.

Classrooms

Classrooms are equipped for didactic instruction with large high-resolution video screens, white boards, along with tables and chairs for flexible room arrangements. The classrooms range in size from small to medium: six seminar rooms seat 10 to 20 students and two medium classrooms seat 20 to 35 students. Two digital classrooms on the first floor are fully equipped for computer instruction for up to 20 students. The Dean's Conference Room, a recent upgrade, is used for teaching as well as meetings and small exhibitions.

Auditorium

The Sciame Auditorium, on the first floor, is a partially raked space with capacity for 175 occupants. It was recently upgraded and fitted with additional rows of fixed theater-style seating incorporating foldable writing/laptop computer surfaces. A new lectern and advanced audio/visual systems with high-resolution projection were

installed. Used for didactic learning as well as Spitzer School public lectures and other events, this space is also used, when available, by the larger college community for special events, lectures, and video/film screenings – a welcome connection with the larger college community.

Architecture Library

The on-site, architectural library offers students and faculty considerable space and learning resources at close hand. The library contains large, shared tables and two reservable small seminar rooms on the mezzanine level for group study. See the Information Resources, section 5.8 below, for further information. Like the auditorium, college-wide use of the architecture collection offers a welcome connection to our academic community.

The newest library space is the <u>Sorkin Reading Room</u>, which will become available for use as a small seminar room once the collection is fully catalogued.

Digital Media Labs/IT

The school has three fully equipped digital classrooms on the first floor. CADLab A serves as a lab, with 24 high-capability workstations and several plotters and printers where students may do project work, produce plots and prints, and carry-out other digital tasks such as scanning. It is accessible during normal hours, which are extended during critical periods such as mid-term and end of term. Two additional dedicated teaching classrooms (CADLab B and the library's Electronic Media Lab) each have around 20 workstations, a printer, and a scanner. All three have projection and audio facilities to facilitate lectures and demonstrations.

Studio Labs 219 and 319 are embedded in the second and third floor studios, respectively, and are equipped with multiple plotters, printers, and scanners which students can freely access anytime the building is open. Wireless high-speed network access is available in all areas of the building for student and faculty use and equipment connectivity.

The digital resources, including remote access to all our software through 24/7 VPN are available to all students. Various electronic resources and accessories that pair with them are also available for loan to students and faculty here.

<u>Fabrication Shop and Digital Fabrication Lab</u>

The model shop on the cellar level is a dedicated work area principally equipped with analog wood tools. The shop, approximately 2800 square feet, houses a sizable CNC machine as well as various wood-working machinery including various power saws, sanders, drill presses, hand tools, and project assembly space. The space is supplied with ample power and with central dust collection.

The Fabrication Shop also offers Digital Fabrication production facilities. Currently in a temporary space on the third floor, it will occupy a portion of the new Spitzer Fabrication Lab (described below); equipment includes a CNC unit, four large-bed laser cutters, and several medium-sized 3D printers, all available for production of work from files and material submitted by students.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

Faculty have use of a generous range of spaces within the Spitzer Building. They also have access to other facilities across the CCNY campus. Several dedicated spaces support faculty research projects, which engage and/or employ current students. These include the J. Max Bond Center for Urban Futures, the ABC Lab, The Spitzer Fabrication and Robotics Laboratory, and the Solar RoofPod and Harlem Garden for Urban Food.

Faculty Spaces

Floors 2M and 3M, overlooking studios below, contain offices for full-time faculty and graduate program directors. All offices are equipped with desks, storage, shelving, access to natural light, and space for small meetings, research, class preparation, and student advising. Full-time faculty are supplied with computers, software, and IT support. On the first floor, a room with printers, a scanner, and tables is available for the use of all faculty; it serves as a shared support space for adjunct faculty.

i-Bean Café

The i-Bean Café provides a space on the second floor for faculty and students to relax, mingle, study, and meet. With a full espresso bar and various food items, the café has become an important center for faculty, students and staff to come together in a casual and welcoming setting.

Administrative Space

The school administrative leadership and staff have offices on the first floor. Faculty mailboxes and general supplies are also located here. A large room has been recently renovated which can accommodate large faculty/staff meetings as well as scheduled classes. The college Office of Information Technology has in this area a workspace staffed by IT specialists adjacent to a secure and specially air-conditioned space for the school's dedicated network servers providing storage, printing, applications, virtual access to lab computers and other services.

J. Max Bond Center for Urban Futures

The J. Max Bond Center, directed by a full-time faculty member, was founded in 2012 and named after <u>J. Max Bond</u>, Dean of Architecture from 1985 to 1992. The center's mission is to advance broad solutions that empower people and the built environment to equitably provide the opportunities and living conditions necessary to ensure successful urban futures for all people. It aspires to create equitable and just urban futures that foster individual and communal success.

The overriding goal is to create and disseminate useful innovations that are both actionable and scalable toward improving our human existence. Focus is placed on the creation of problem-specific solutions and applicable theory that will ultimately improve social and cultural cohesion, equitable architectural and urban production, and a more resilient urban fabric. Paid and for-credit opportunities are available by application to all Spitzer students.

The Advanced Building Construction (ABC) Laboratory

The ABC Lab, founded and run by a full-time faculty member, offers Spitzer students direct access to knowledge, tools, and on-going funded investigation in the field of building technology. Reducing resource usage without diminishing a material's mechanical behavior is at the heart of research at the ABC Lab. The ABC Lab was established based on demonstrable educational and research value for our students as well as research needs of the faculty.

The ABC Lab provides productive space for research and hands-on construction. Students gain direct experience with materials such as masonry, ceramics, stone, and concrete. The ABC Lab includes a workspace and a wide array of equipment and supporting tools including 3D Clay and concrete printers, a large volume 3D printer, a vacuum former, several advanced compression testing units, and associated mixing, compressor, and other related tools.

The Spitzer Fabrication and Robotics Laboratory

The Spitzer School Fabrication and Robotics Lab, temporarily housed on the third floor, houses three powerful, scalable, industrial-grade six-axis robotic arms, including a larger collaborative arm, along with supporting equipment and tools. A new lab on the second floor is currently under construction. When construction and commissioning are complete, scheduled for January 2025, two higher capacity, longer-reach robots (one track-mounted) will be added along with a broad range of related equipment supporting a full-scale, well-equipped robotics facility for teaching and for student and faculty experimentation and research. The lab will also have dedicated space for advanced fabrication equipment including vacuum presses, digital sewing equipment, electronics workstation, and advanced 3D printers for student and faculty hands-on use and experimentation.

All manner of drawing instruments, scribing tools, light sources, image capture devices, grippers, a variety of hand and power tools, extruders, grinders, and milling equipment are available in the lab for attaching to the robots thus harnessing the robots' precise programmed motion which opens an entire realm of research and creativity for architectural conceptualization, representation, documentation, expression, and even entertainment. The lab will also have available advanced 3D printers and a host of tools to support students and faculty building robotic tools and working in the Spitzer Robotics Lab.

Solar RoofPod and Harlem Garden for Urban Food

The Solar RoofPod is a student-designed 800 square-foot micro-dwelling with an adjacent produce garden. The prototype was designed and built by students under the supervision of Prof. Christian Volkmann for the Department of Energy's 2011 Solar Decathlon. It returned to CCNY to serve as a living classroom and a hub for sustainable design. It is also used for various special events and meetings. The rooftop setting overlooking New York's skyline speaks clearly to the different architectural scales involved in sustainable living.

The adjoining Harlem Rooftop Garden provides the vital link among STEM studies, our local food system, and to health and well-being. Spitzer School faculty are working with teachers and students at the on-campus High School for Math, Science and Engineering to create an urban farm and offer joint interdisciplinary programs for high school and college students. A capital project (described in Financial Resources, section 5.7) is underway which includes significant expansion of this roof-top garden.

Future Faculty Research Support

In addition to the several existing laboratories and the soon to be complete Fabrication and Robotics Lab, a new lab for learning and faculty research is planned to support current and future faculty research related to ecology-based research such as plant-based systems, bio-design, biomimicry, bio-fabrication, robotic cultivation and farming, and related areas of investigation. This lab will be in direct support of three full-time faculty currently involved in this field, and receiving funding, as well as others joining the faculty in the future.

5.6.4 Resources to support all learning formats and pedagogies in use by the program. If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

All faculty, staff and students have a wide variety of tools and products available to them for working, teaching, and learning in all modalities, although we deliver almost all our courses in person. For instance, all students have Dropbox, Microsoft 365 suite, Zoom, ArcGIS Pro, and Blackboard. Blackboard is in transition to Brightspace over the next academic year. When necessary to support architectural instruction, the Spitzer School supplements the resources provided by CCNY and CUNY. Supplemental architecture-specific software includes AutoCAD, Revit, Rhino, Grasshopper, all Adobe Creative Cloud products, 3DS Max, and Lumion.

The <u>CCNY Teaching and Learning Center</u> supports the pedagogic use of CUNY academic technology and collaborates with the campus leaders of the <u>Open Educational Resources</u> initiative and the <u>Campus Engagement</u> Network.

Video monitors suitable for a broad range of digital presentations are available throughout the school to support learning; some are installed permanently in classrooms, studios, and public spaces, others are on mobile carts reservable through ArchIT. Several classrooms and the auditorium are equipped with high-resolution projection and audio/PA equipment. Captioning and hearing assistance technologies are now being used as well.

A dedicated space on the first floor provides space and equipment to allow high quality photography by students and faculty of objects, principally architectural models. Equipment available in this light-controlled space includes cameras, a variety of lenses, tripods, backdrops, lighting, and associated accessories and tools.

Online Services

The ArchIT office, with back-up from the College Office of Information Technology, provides support—servers, software, and training—for secure online learning and meetings. A critical resource developed during the pandemic, these resources continue to be utilized for online and hybrid course offerings and to facilitate and enhance learning and meeting amongst students, faculty, staff and invited speakers in conventional onsite courses.

In addition, "virtualization" has been implemented. This means that students and faculty may access remotely via secure connection the powerful work-station level computers in the school's CADLabs. This provides access from remote locations to the school's full suite of software applications including costly, specialized and computing-intensive software which might otherwise be unavailable outside the labs.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

The Spitzer School of Architecture, as a division of the City College of New York, receives direct institutional support from the college administration, which in turn depends on the City University of New York (CUNY) for financial resources. The overall CUNY budget depends on an annual allocation from the New York State legislature.

Public financial resources are allocated to the Spitzer School, and hence to the programs, through several methods. General university funding of operations is allocated each year by the state legislature through the governor's budget and distributed by CUNY to the colleges, including City College, through funding formulas based on enrollment and tuition collections, and to an extent on certain special programs at each campus. Colloquially this allocation is known as the "tax-levy budget."

Capital funding decisions are made by the state budget office, the University Board of Trustees, and the University Facilities Planning, Construction, and Management Office based on requests made by individual campuses. In addition, supplemental operating and capital allocations can be obtained by request for special purposes or needs from the state (rare), the city (also rare), and from the university from time to time.

The CCNY administration also grants requests for funding of strategic initiatives when funds are available. Under the current budgeting process, funds may be transferred by divisions, including Architecture, between revenue categories. For example, monies allocated to full-time positions that are vacant (retirement, resignation, etc.) are available for other purposes including adjunct or visiting faculty funding. The only exception is that revenue specifically earmarked for capital spending may not be used for any other category and must be spent according to a prescribed plan or proposal.

Student learning and achievement at the Spitzer School is greatly enriched through non-tax levy resources, generated by the Spitzer Architecture Fund, gifts, and grants, as described below. This situation helps compensate for the strict regulations in New York State that govern the use of tax-levy funds. Per state regulations, tax-levy funds are primarily geared towards salaries, administration, and necessities for educating students.

Expense and Revenue Categories

The expense categories of the public (aka "tax levy") budget are classified as personnel, other than personnel services (OTPS), and capital.

<u>Personnel expenses</u> are further broken out as full-time faculty and staff, adjunct faculty, and temporary services. Full-time faculty and staff salaries are prescribed by collective bargaining agreements and therefore have remained stable, increasing modestly each year through contractually mandated cost-of-living adjustments and yearly upward increments. There are no merit increases or other financial incentives provided for performance, other than promotions through the ranks to full professor and, in very rare instances, the rank of distinguished professor.

Adjunct faculty compensation is determined by contact teaching hours paid at hourly rates prescribed for various ranks by collective bargaining contract. Temporary services cover part-time hourly employees, principally students.

Government work-study funds are also available to underwrite the work of student assistants.

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

<u>Capital</u> expenses cover construction, heavy equipment, and other items with an extended life expectancy. Capital projects carried out since 2017 are detailed below.

Budget Planning

The dean is responsible for the budget, which is developed in consultation with the provost. She works closely with the director of finance and administration and the architecture department chair in developing a budget plan for the division (Spitzer), and the undergraduate and graduate architecture programs. Per CCNY governance and in the interest of transparency the budgets are shared with and reviewed by the Personnel and Budget Committee.

The budget plan for FY 23 and FY 24 is shared below, and although it shows that the Spitzer School experienced cuts in the tax-levy budget, particularly with respect to personnel, Spitzer has been able to sustain student learning and achievement through beneficial curricular modifications in the B.Arch and M.Arch programs. They are described elsewhere in this report.

THE SCHOOL		
INCOME	FY 23	FY 24
Instructional (tax-levy personnel)		
PS Regular	\$3,863,123.00	\$3,962,655.00
PS Adjunct	\$1,203,037.00	\$750,000.00
Temp Services	\$112,843.00	\$84,632.00
Total	\$5,179,003.00	\$4,797,287.00
Other Sources (tax-levy not personnel)		
OTPS	\$79,265.00	\$79,265.00
Tuition Surcharge	\$193,933.00	\$193,933.00
Excellence Fees	\$113,017.00	\$118,000.00
Materials Fees	\$239,789.00	\$216,080.00
Total	\$626,004.00	\$607,278.00
Capital Improvements and Maintenance		
Roof repair (DASNY)	\$1,400,000.00	\$5,100,000.00
Robotics/Fab Lab (DASNY)	\$1,800,000.00	\$2,100,000.00
Bond Center Roof Repair (DASNY)		[\$400,000]
Total	\$3,200,000.00	\$7,200,000.00
Endowments and gifts		
Bernard and Anne Spitzer Endowment		
(principal)	\$25,020,376.00	\$25,020,376.20
Werber International Travel Fellows (principal)	\$250,000.00	\$250,000.00
Wayde Hall Travel Scholarship (principal)	\$25,000.00	\$25,000.00

Weissman Kurth Scholarship (principal)	\$20,250.00	\$20,250.00
Spanier Memorial Fund (principal)	\$50,225.00	\$50,225.00
Sorkin Visiting Distinguished Lecturer (principal)	\$8,250.00	\$125,000.00
Total	\$25,374,101.00	\$25,490,851.00
Other sources (earmarked)		
J. Max Bond Center	\$125,435.39	\$160,400.00
Spitzer Place, Memory, Culture Incubator		\$750,000.00

Tuition FY 2023-24

The tuition and fees charged to undergraduate and graduate students in architecture are shown below. The fees are affordable, to say the least, and contribute to the diversity of the Spitzer School. And yet, while Spitzer students benefit enormously from low tuition, many need additional support, which the Spitzer School strives to provide.

In addition to the tuition and fees in the table below, students enrolled in studio and visual studies courses pay a materials fee of \$50 per course. These funds are allocated directly to the school.

		Sem. Tuition	Other Fees	Resident	Nonresident (per- credit only)				
	Fall 2023/Spring 2	2024/Summer 2024	24/Summer 2024						
Undergrad	Full-time/ semester	3,465.00	254.95	3,465.00	620.00				
Undergrad	Part-time/								
	per credit	305.00	40.00	305.00	620.00				
Graduate	Full-time/ semester	6,485.00	1,015.00	6,485.00	945.00				
Graduate	Part-time/ per credit	550.00	62.50	550.00	945.00				
	Per excess credit hour	65.00		65.00	85.00				

Tuition Supplement ("Surcharge") and Academic Excellence Fees

The architecture graduate tuition listed above reflects a higher tuition than CCNY's baseline graduate tuition. These additional funds, termed "surcharge funds," are collected from M.Arch students and allocated to the M.Arch program for items that enhance the learning experience of the students, support special activities, and enrich the day-to-day operation of the program. The amount of surcharge funding varies from year to year. In 2023-2024, \$193,933.00 was received. In addition, graduate students pay an Academic Excellence fee of \$500 per semester. In 2023-2024, \$118,000 was received.

Of these combined funds, 35% were allocated to overall school support, including an initial printing credit of \$100 to each student. The remaining 65% of funds were distributed to the graduate programs. In 2023-2024, the Director of Graduate Programs in Architecture was allocated \$104,354 to distribute to support the M.Arch program across several spending categories such as:

- Professional consultants (lectures, workshops)
- Studio support materials (construction and model-materials including basswood and 3D printers and print spools)
- Student enrichment (employing students as teaching assistants, tutors, technology assistants, research assistants)
- Studio-related travel (day trips and overnight trips)
- Transfers to support adjunct co-teachers in grad studios

Endowment, Gifts, and Scholarships

As mentioned above, student learning and achievement at the Spitzer School are greatly enriched by using non-tax levy resources, generated by the Spitzer Architecture Fund, gifts, and grants.

<u>Spitzer Architecture Fund</u>: The Spitzer Architecture Fund is the result of a \$25 million pledge from the Spitzer Foundation signed in spring 2009, as a permanent restricted gift from which only the investment income is spendable. The entire pledged amount has been received, and the interest income is used for enhancement, enrichment, and development for architecture students and faculty and other members of our community.

These enhancements currently include, but are not limited to:

- \$300,000.00 in annual scholarships for students
- \$ 10,000.00 in annual History-Theory travel fellowships for students
- \$ 25,000 in Changemaker scholarships
- \$ 40,000.00 for supply kits to each first-year student
- \$ 20,000.00 for annual faculty conferences and professional meetings
- \$60,000.00 for the fall, spring Sciame lecture series, and annual Mumford Lecture series
- \$ 20,000.00 annually for consultants for studio courses
- \$ 10,000.00 annual purchase of books and journals for Architecture Library
- \$ 20,000.00 faculty enhancement through purchases of laptops
- \$ 30,000.00 annually towards advertising and recruitment of prospective students
- \$ 40,000.00 annually for equipment, licensing, etc., for CADLabs, Labs, Model Shop, IT

The endowment has also been tapped to enhance student learning experience in the physical spaces of our building. In past few years \$210,490.00 has been used to create "The Wall," an exhibit of student work (designed, built, and curated by students), to upgrade the Sciame auditorium and a small lecture hall, and to create the Dean's Conference Room on the entry floor. Movable display modules (pods) were built, and lighting was improved in the public corridors and exhibit spaces that are used during daily pin-ups and midterm and final reviews.

Other Gifts: Generous benefactors support students with scholarships and internships and give gifts that in other ways benefit the Spitzer School.

Here are some annual gifts that support scholarships for architecture students:

- \$ 2,000.00 annually provided by Joseph L. Fleischer '66 Scholarship
- \$ 10,000.00 annually provided by Aaron Rand '65
- \$ 10,000.00 annually provided by Beyer Blinder Belle Foundation Scholarship
- \$ 6,000.00 annually provided by Chavarria Scholarship Award
- \$ 230,000.00 annually provided by Castagna Scholarship Fund
- \$ 5,000.00 annually provided by Gerner, Kronick & Valcarcel Scholarship
- \$ 15,000.00 annually provided by the Valmira Gashi & Julien Legeard Scholarship
- \$ 1,500.00 annually provided by J. Max Bond Scholarship

Student scholarships are also supported through the interest generated by these endowments:

- \$ 50,000.00 endowment, interest accrued annually provided by Spanier Memorial Scholarship
- \$ 25,000.00 endowment, interest accrued annually provided by Frank Wayde Hall Travel Scholarship
- \$ 20,000.00 endowment, interest accrued annually provided by Carol Weissman Kurth Women in Architecture
- \$ 250,000.00 endowment, interest accrued annually provided by Werber Travel Fellows (Barcelona)

Indirect Research Recovery

Some funds in research grants and contracts are earmarked for "indirect costs," a proportion of which are returned to the school for discretionary use. However, no amount was received last academic year from research grants awarded, due to changes in CCNY policy.

Grants and Contracts

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

- \$ 1,500,000.00, Mellon Foundation Humanities-in-Place grant, Place, Memory, and Culture Incubator, to the Spitzer School of Architecture, Marta Gutman (PI) and Jerome Haferd (PI), June 2023 June 2026.
- \$2,700,000, NSF-FMRG, Damon Bolhassani (PI), December 2023 December 2027.
- \$ 350,000, Department of Energy ARPA-E HESTIA, Damon Bolhassani (PI), December 2023 December 2027.
- \$ 2,985,059.00, U.S. Dept of Education, HSI Program, CAPACity: Career Awareness and Pathways at City College, Doris Cintron (PI), 2024-2029, \$10,000 to Spitzer, Spring 2024.

Institutional Support

The institution—college and university—fund various items, mostly through purchasing agreements, including licenses, maintenance, facilities enhancement (other than capital), and IT services. The total value of goods and services received was approximately \$1,700,000.00 of CARES Act funding. Technology equipment and upgrades were received and continue to be installed throughout the architecture building.

Capital Funding

Three capital projects, financed by New York State Bonds administered by the Dormitory Authority of the State of New York have entered the construction phase in the past year.

- Spitzer Roof Project: This is a major renovation of the building roof, exterior roof amphitheater, and
 expansion of roof gardens attached to the Spitzer Solar Roof Pod. It includes extensive replacement of
 interior ceilings and finishes. The project is projected to cost \$5,100,000. Expected completion is
 December 31, 2024.
- Spitzer Fabrication Laboratory: This project is a major upgrade and expansion including a range of advanced industrial robots and related equipment, advanced fabrication equipment as well as 3D printers and laser cutters. This capital project, under development since 2015, is now fully funded and construction began on the 2100 sq.ft. space in early summer of 2024. The project is currently funded at \$2,100,000. Projected completion is December 31st, 2024.
- The J. Max Bond Center for Urban Futures: Repairs to the Center's roof have been folded into the DASNY-funded roof and atrium project. The estimated cost is \$400,000, and the expected completion is May 31, 2025.

Scholarships, Fellowships and Grant Funding for Faculty

The school's OTPS and endowment funds are utilized to support full-time faculty research, scholarship, and development and to partially underwrite faculty publication by funding research assistants, purchasing copyrights and images for their publications, and funding travel related to the publication research. Additionally, Spitzer School faculty receive funding for presentation of their research at annual conferences (conference fees, travel, and accommodations). This support supplements, greatly, the modest contribution that Spitzer receives for faculty travel from PSC-CUNY, the collective bargaining unit, \$2,991.00 in 2023-24.

Funding Prospects

Public funding for CUNY as a proportion of total revenue is likely to decline in parallel with national trends, and this situation may be further affected by general economic conditions as they impact New York State tax revenue, which is used to fund public higher education. It is expected that the core full-time faculty and staff will remain funded at current or perhaps somewhat increased levels with associated costs rising slowly, but continuously due

to mandatory contractual increases. The prospect that adjunct funding could be decreased is unwelcome, given the considerable cuts to the adjunct budget that the school has sustained since 2021. As previously explained, Spitzer has been able to sustain student learning and achievement through curricular modifications to the B.Arch and M.Arch programs that benefit our students. Additional cuts will compromise this success.

The Spitzer School is taking several steps to not just combat and offset these losses, but to restructure and increase overall financial support and revenue. As described above, one of the dean's strategic priorities is to raise funds to endow visiting distinguished lectureships (the Michael Sorkin Visiting Distinguished Lecturer is an example). Also, as described above, the school's graduate programs carry supplemental tuition and excellence fees that come directly to the school and hence largely to the programs that generate it. This will increase should graduate enrollments expand. To fulfill the mission of the college and the school, and to place the school in a more favorable position vis-à-vis budget allocations, another strategic priority is to increase enrollment in all programs. The physical capacity of the building will be taken into account, recognizing that the design studios are able to accommodate 500 workstations.

Another concern is the prospect of a looming "demographic cliff," meaning that since fewer students are graduating from high school, fewer students will enroll in college. This has not yet materialized at Spitzer. Beginning in fall 2023, enrollment in first-year studio was increased to 75 students, including freshmen, transfers, and change-of-majors, from 62 students in fall 2022. 75 students are again enrolled in first-year studio in fall 2024. This target will remain in place in future years so as to yield a steady-state enrollment of around 325 B.Arch students along with around 75 in the M.Arch and around 15 in the post-professional program. The Landscape Architecture and Urban Design programs will likely continue to enroll a total of around 50 students for a potential school total of up to 465-480 students enrolled in design studios. The new students in the B.A. in Urban Studies and the Built Environment major will generate about 15 new majors per year.

Summary and Future Outlook

Despite possible future public funding reductions, the school expects to continue an upward financial trajectory. Increases to undergraduate and graduate enrollment will require enhanced funding from the college, including the adjunct budget. Planned enrollment increases in both undergraduate and graduate programs will lead to enhanced funding for the school and college. Endowment performance and further development of philanthropy, grants, and sponsorships will support the programs' financial prospects.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

The Spitzer School of Architecture (SSA) is equipped with comprehensive technology resources, strategically distributed throughout the premises. The Architecture school's Information Technology office (ArchIT), led by a director and a team of skilled technicians, manages a variety of services including desktop support, computer labs, audiovisual facilities, a reservation desk, and systems support.

There are five computer labs, each outfitted with high-performance workstations, large format plotters, and printers. These include two instructional labs, one general computing CADLab, and two new studio labs. These facilities are open to students, faculty, and staff. The CADLab operates during regular school hours, with extended hours during review periods, midterms, and finals. The studio labs are available based on the school's operating hours.

To facilitate remote learning, select workstations in the computer labs have been configured for off-campus access. This was particularly beneficial during the COVID-19 shutdown, enabling students to access licensed

software for their coursework. To offset printing costs, the school provides each student with an initial \$100 printing credit. Additional printing and plotting services are available for a nominal fee.

Computer software is updated every semester in consultation with the faculty, the IT director, the chairperson, and the dean. Critical software and operating system updates are promptly patched using an enterprise patch management solution. Regular security attestation ensures that IT-managed resources adhere to proper protocols, as determined by CUNY.

In addition to the facilities within the Spitzer building, students, faculty, and staff can also access the extensive resources provided by the City College Office of Information Technology. This includes technical support, materials, labs, and other facilities. An SSA Reservation Desk was established in the building to accommodate Architecture students, faculty, and staff with borrowing digital equipment for classes, meetings, or events. Patrons may reserve equipment online and pick it up from a centrally located room in the Spitzer building. Equipment available for reservation include mobile tv carts, laptops, adapters, various cables, projectors, speakers, webcams, and other items.

ArchIT's Techquity strives to make technology accessible and affordable for Spitzer students. The school provides a majority of the expensive licensed software required for classes. This includes widely used professional software such as AutoCAD, Revit, Rhino, Grasshopper (with many plug-ins), all Adobe Creative Cloud products, Microsoft Office, 3DS Max, Lumion, and a variety of other applications. Around \$1.5 million were procured through CARES Act funding to upgrade the Architecture school's digital infrastructure. This includes upgrading our local area network, enhancing our WIFI coverage, purchasing newer laptops and workstations, and upgrading audiovisual technologies in classrooms. Additionally, digital signage and digital collaboration screens are strategically located in classrooms, studios, and corridors.

The ArchIT Handbook, regularly updated, provides students with details about information resources and hardware specifications for students' personal computers and laptops: https://ssa.ccny.cuny.edu/wp-content/uploads/2024/06/ArchIT-Student-Handbook-Rev.-8.19.24.pdf

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

Institutional Context

The City College Architecture Library is a division of the <u>City College of New York Libraries</u> (the Libraries), a part of the City University of New York (CUNY) library system. CUNY's library system comprises 31 libraries and the CUNY Central Office of Library Services (OLS), which supports the university's libraries to better serve students and faculty.

The Architecture Library (the Library) is housed in a separate unit within the Bernard and Anne Spitzer School of Architecture building. It supports the instructional programs of the Spitzer School, including the B.Arch and M.Arch programs, through its collections, staff, services, and facilities. The Library offers an excellent space, attentive service, extensive collections, abundant resources, along with state-of-the-art equipment for learning and research, all within a comfortable and inviting setting. The Science/Engineering Library, housed in the School of Engineering, supplements the Library's collection in the areas of architectural technology and engineering. Additionally, program needs are supported by the Libraries, which contain over 950,000 volumes, media, and special collections, and provide access to more than 980,000 electronic books. They subscribe to over 258 bibliographic and full-text databases and more than 118,000 electronic journals.

Faculty and currently enrolled students can make online book requests through a wide variety of cooperative agreements spanning the university, the city, and universities nationwide. On January 18, 2024, the CUNY Libraries

launched a resource-sharing partnership with the State University of New York (SUNY). This collaborative effort makes approximately 17 million books from both university systems readily available to patrons via OneSearch.

Collections

The Library's collections are tailored to meet curricular needs across all programs and research activities within the school. Materials are acquired across all curricular areas with a strong emphasis on supporting faculty research interests through both print and online resources. The collection serves the CCNY Community with a comprehensive selection covering architecture, architectural criticism and theory, history and practice, and building types. It also includes landscape architecture, urban design and planning, sustainability, and technology. Currently, our collection exceeds 37,900 volumes, including monographs and bound journals, with a specific focus on materials related to New York City architecture and city planning. The Librarian oversees the acquisition of monographs and serials and plays a key role in recommending subscriptions to online databases. We also welcome donations to further enrich our collection.

The NA titles (subject headings) in the Library offer nearly 16,100 monographs. Approximately 1,567 NA titles reside in the Morris R. Cohen Library, the main library on the CCNY campus. The Library maintains subscriptions to over 65 serials and provides access to several online indexes, including the *Avery Index to Architectural Periodicals*, *Art Full Text/Art Retrospective*, and *Applied Science and Technology Source*. Additionally, it offers access to *Oxford Art Online*.

The Libraries have extensive access to full-text versions of numerous architectural journals, article abstracts, and e-books through various interdisciplinary electronic resources such as *JSTOR*, *Project Muse*, *Academic Search Complete*, *MasterFILE Premier*, and *Social Sciences Citation Index*. These electronic resources are accessible to both on-site and remote users. For a comprehensive list of electronic resources, please visit the Databases A-Z page on the City College Libraries' website.

Visual Resources

The Library's collections of digital images include the teaching collection, images produced in-house per faculty requests, *Archivision*, and *ARTstor Digital Library*. The teaching collection, with over 23,000 scans, is particularly strong in landscape architecture and modern architecture. The school has licensed images from *Archivision* and *ARTstor Digital Library*. Starting August 1, 2024, *ARTstor* will transition to *JSTOR*, providing access to over 2 million licensed images and more than 1,700 additional primary source collections. This integration with *JSTOR* expands access to a comprehensive array of resources, including books, journal articles, and research reports, enhancing the Library's support for scholarly activities across disciplines.

Conservation and Preservation

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

The Michael Sorkin Reading Room

The Spitzer School opened the Sorkin Reading Room, dedicated to its namesake, Michael Sorkin, the late Spitzer School distinguished professor of architecture, on December 1, 2023. The generously donated collection of close to 4,000 items from his office includes syllabi, various published writings, lectures, books, studio information, journals, catalogues, numerous bound files from select architects, and many other items. The space attached to the Spitzer Architecture Library provides not only a valuable and informative collection, but also a quiet space to read, work, and retreat.

An author, activist, architecture critic, urbanist, and the head of a design firm, Sorkin joined the Spitzer School of Architecture as a professor of architecture and as director of the Graduate Program in Urban Design in 2000. In 2008, he was made a distinguished professor. Sorkin died of Coronavirus in March 2020. More information may be found <a href="https://example.com/here-new-march-new-

The Library has also acquired the Marshall Berman Collection, consisting of books and papers that the late distinguished professor used in his teaching at Spitzer.

Space

The Library is located in a prominent position adjacent to the front entrance on the main floor of the Spitzer School building and occupies more than 6,000 square feet. The Library space, containing ample tables and seating, has abundant natural light and is ADA compliant.

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

Equipment and Furnishings

The Library has an electronic classroom (Architecture Electronic Classroom or AEC) that offers 22 computers, a whiteboard, and projection capability. The Librarian and other campus librarians regularly use AEC for information literacy sessions. The School schedules several architecture courses in AEC and the Library's conference room during the academic year. The Library has 12 additional public-use computers: 8 located in the copier/printer room; 2 near the entrance; and 2 wireless ones on the mezzanine. The Library offers wireless connectivity for laptops and mobile devices. The computer room also has four scanners and black and white print service available.

The lounge houses current journals (2009-present), oversize books (on display), and comfortable seating for library users. The mezzanine level offers two group-study rooms, 23 study carrels, and comfortable seating.

Funding

Funding for books during the 2017–2024 period has improved compared to earlier periods. The School regularly supplements funds received by the Library and allocates approximately \$10,000 annually per part-time staff member. Most funding years involve a combination of funds from the Libraries, the Spitzer School, and the M.S. in Sustainability in the Urban Environment program (from tuition surcharge) unless otherwise noted.

Annual Funding for Books:

- 2017/18: \$7,611.10
- 2018/19: \$14,928.48
- 2019/20: \$1,162.28 (Spitzer School only)
- 2020/21: \$17,831.07
- 2021/22: \$9,474.38
- 2022/23: \$11,212.40
- 2023/24: \$12,707.55

All services and resources detailed above are open and available to all students, faculty, and staff. All CUNY students have access to all specialized libraries across the larger university library system. Librarians hold research sessions that are embedded into the studio and seminar curriculum. Students and faculty may also schedule sessions on their own for research purposes and training. More information may be found here.

Staff & Structure

The Librarian reports directly to the Libraries' Associate Dean/Chief Librarian, who in turn reports to the college provost. The Librarian also regularly attends departmental and school-wide meetings and consults with faculty, which includes supporting their research and development of instruction, writing, and teaching.

The Library is staffed full-time by one professional librarian, <u>Nilda Sanchez-Rodriguez</u>, Master of Library Science and MA, Urban Studies. The Librarian is an active member in the Association of Architecture School Librarians

(AASL) and the Art Libraries Society of North America (ARLIS/NA). The Library is also staffed full-time by a library coordinator, <u>Taida Sainvil</u>, BA, Anthropology. The Library has 8 to 11 reliable part-time student staff working flexible hours during the academic calendar year. The School continues to fund additional part-time assistants.

Reference Services

The Library is committed to striving for excellence in service; its number-one priority is top-quality service to all library users. On-site professional reference service is provided in the Library, and is also available via email, telephone, and the Ask-a-Librarian link on the Libraries homepage. The full-time librarian brings extensive knowledge to the role, offering specialized guidance in research methodologies and academic resources to support the diverse needs of library users. The full-time library coordinator is skilled in library service and has fifteen years of library experience. They provide research assistance via walk-in, scheduled, and one-on-one meetings with students, faculty, and staff in addition to being available at the reference desk.

The librarian provides information literacy instruction to help students build investigative skills and knowledge that carry forth into graduate- and postgraduate-level work. Each session teaches basic research skills tailored to individual course topics. Faculty members make it a point to incorporate information literacy instruction into their curriculum. The ethical usage of digital materials is reviewed during the session to avoid plagiarism and to maintain academic integrity.

The librarian supports the school's Sciame Lecture Series by compiling bibliographies about the guest speakers and their work. Currently the Library site offers more than 100 bibliographies. The Library established social media pages on Facebook, Twitter, and Instagram to facilitate a close relationship with the architecture student body.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

Each program is responsible for demonstrating compliance with each criterion. If the programs have separate webpages, responses below should clearly identify and demonstrate compliance for the respective program.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The statement for NAAB-accredited degree programs, including exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2 may be found on Spitzer's website, here.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

All required NAAB-related reports, documents, and information are publicly available on Spitzer's website, here.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

The Spitzer School of Architecture partners with the City College Career & Professional Development Institute (CPDI) on a regular basis. Students and graduates are encouraged to use their services; classes on internships and jobs for architecture students are taught by CPDI faculty in our department; and finally, every February we host a large career fair with the CPDI specifically for SSA students and alumni. The resources and information about the Institute may be found here.

Details on the 2024 SSA Career Fair, including a list of 40 employer attendees, may be found on Spitzer's website, here.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB

- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

B.Arch:

	Requirement	Program Website Link (if applicable)
a)	All Interim Progress Reports submitted since the	https://ssa.ccny.cuny.edu/about/accreditation/
	last team visit	
b)	All NAAB responses to any Plan to Correct (if	NA
	applicable) and any NAAB responses to the	
	program Annual Reports since the last team visit	
c)	The most recent decision letter from the NAAB	https://ssa.ccny.cuny.edu/about/accreditation/
d)	The Architecture Program Report submitted for	https://ssa.ccny.cuny.edu/about/accreditation/
	the last visit	
e)	The final edition of the most recent Visiting Team	https://ssa.ccny.cuny.edu/about/accreditation/
	Report, including attachments and addenda	
f)	The program's optional response to the Visiting	NA
	Team Report	
g)	Plan to Correct (if applicable)	NA
h)	NCARB ARE pass rates	https://ssa.ccny.cuny.edu/about/accreditation/
i)	Statements and/or policies on learning and	https://ssa.ccny.cuny.edu/about/policies/
	teaching culture	
j)	Statements and/or policies on diversity, equity,	https://ssa.ccny.cuny.edu/about/justice-equity-
	and inclusion	diversity-and-inclusion/

M.Arch:

	Requirement	Program Website Link (if applicable)
a)	All Interim Progress Reports submitted since the last team visit	https://ssa.ccny.cuny.edu/about/accreditation/
b)	All NAAB responses to any Plan to Correct (if applicable) and any NAAB responses to the program Annual Reports since the last team visit	NA
c)	The most recent decision letter from the NAAB	https://ssa.ccny.cuny.edu/about/accreditation/
d)	The Architecture Program Report submitted for the last visit	https://ssa.ccny.cuny.edu/about/accreditation/
e)	The final edition of the most recent Visiting Team Report, including attachments and addenda	https://ssa.ccny.cuny.edu/about/accreditation/
f)	The program's optional response to the Visiting Team Report	NA
g)	Plan to Correct (if applicable)	NA
h)	NCARB ARE pass rates	https://ssa.ccny.cuny.edu/about/accreditation/

	Requirement	Program Website Link (if applicable)							
i)	Statements and/or policies on learning and teaching culture	https://ssa.ccny.cuny.edu/about/policies/							
j)	Statements and/or policies on diversity, equity, and inclusion	https://ssa.ccny.cuny.edu/about/justice-equity-diversity-and-inclusion/							

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Program Response:

B.Arch:

a/b/c) Application forms, instructions, and information about admissions requirements and processes (for incoming freshmen, current CCNY students applying for change of major, and external transfers), may be found on Spitzer's website, here.

- d) Financial aid information, including scholarships and forms may be found on Spitzer's website, here.
- e) Diversity related goals and admissions information may be found here:

https://ssa.ccny.cuny.edu/admissions/undergraduate/ug-b-arch-admissions/

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

https://ssa.ccny.cuny.edu/admissions/spitzer-school-viewbook/

M.Arch:

a/b) Application forms, instructions, and information about admissions requirements and policies may be found on Spitzer's website:

https://ssa.ccny.cuny.edu/admissions/graduate/g-how-to-apply/

https://ssa.ccny.cuny.edu/admissions/graduate/g-faq/

- c) The M.Arch program only has one track of three years. Information about prerequisites in precalculus and physics and the evaluation form may be found here on Spitzer's website.
- d) Financial aid information, including scholarships and forms may be found on Spitzer's website, here.
- e) Diversity related goals and admissions information may be found here:

https://ssa.ccny.cuny.edu/admissions/graduate/g-how-to-apply/

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

https://ssa.ccny.cuny.edu/admissions/spitzer-school-viewbook/

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

B.Arch:

The CCNY financial aid office has numerous resources (links, videos, webinars) that help undergraduate students navigate financial literacy and budgets:

https://www.cuny.edu/financial-aid/tuition-and-college-costs/student-budgets/https://www.ccny.cuny.edu/financialaid

In addition, students may consult the undergraduate "Paying for School" page on Spitzer's website.

M.Arch:

The CCNY financial aid office has numerous resources (links, videos, webinars) that help graduate students navigate financial literacy and budgets.

https://www.cuny.edu/financial-aid/tuition-and-college-costs/student-budgets/https://www.ccny.cuny.edu/financialaid/graduate-financial-aid

In addition, students may consult the graduate "Paying for School" page on Spitzer's website.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

B.Arch:

All estimates of undergraduate student tuition, fees, etc. are published <u>here.</u> Additional student costs are published <u>here.</u>

M.Arch:

All estimates of graduate student tuition, fees, etc. are published <u>here</u>. Additional student costs are published <u>here</u>.

APPENDIX

1. PC/SC Matrix

B. Arch

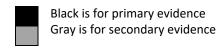


Black is for primary evidence Gray is for secondary evidence

PROGRAM AND STUDENT CRITERIA MATRIX

	Year 1	Year 2	Year 3	Year 4	Year 5	Non-Curricular Activity
Shared Values Design Env. Stewardship & Professional Respon. Equity, Diversity & Inclusion Knowledge & Innovation Leadership, Collab. & Community Engmt. Lifelong Leaming	ARCH 11100 Core Studio 1 (Craft) AES 11300 Visual Studios 1 ARCH 12000 Core Studio 2 (Environment) AES 12300 Visual Studios 2 AES 21200 The Built Environment of NYC 6	ARCH 23000 Core Studio 3 (Cities) AES 23202 Survey of World Architecture 1 ARCH 35302 Site Technology ARCH 24000 Core Studio 4 (Histories) ARCH 24002 Survey of World Architecture 2 AES 24303 Structures 1 AES 24301 Construction Technology 1	ARCH 35101 Core Studio 5 (Assembles/Building Integra AES 35202 Survey of World Architecture 3 ARCH 35402 Structures 2 ARCH 35501 Construction Technology 2 AES 24001 Portfolio Review ARCH 38101 Core Studio 6 (Integration/Design Synthess ARCH 47202 Survey of World Architecture 4 ARCH 38402 Structures 3 ARCH 38501 Construction Technology 3	ARCH 51000 Advanced Studio (1/4) ARCH 45501 Computation & Design ARCH 51000 Advanced Studio (2/4) ARCH 51000 Elective ARCH 5000 Elective	ARCH 51000 Advanced Studio (3/4) ARCH 51200 Architectural Management ARCH 0000 Elective (2 Credit) Elective ARCH 0000 Elective ARCH 0000 Elective ARCH 0000 Elective Elective ARCH 0000 Elective Elec	Scieme Lectures Series Lunchtime & Leam Series Lunchtime & Leam Series Student Clobs: AIAS, NOMAS, etc. Student Governance Spitzer JEDI Committee, RESOP Statement, Hour SSA Spitzer Carear Fair Spitzer Carear Fair Bacter Mentorship Program Leaming, Teaching, and School Culture Guidelines CONY Architecture Alumin Group Licensure sessions, NCARB + NYSED The Architecture League Mentorship Program Labs + Centers
Program Criteria PC.1 Career Paths PC.2 Design PC.3 Ecological Know. & Respon. PC.4 History & Theory PC.5 Research & Innovation PC.7 Learning & Teaching Culture PC.8 Social Equity & Inclusion Student Criteria SC.1 HSW in the Built Environ. SC.2 Professional Practice SC.3 Regulatory Context SC.4 Technical Knowledge SC.5 Design Synthesis SC.6 Building Integration						

M. Arch



M. ARCH PROGRAM AND STUDENT CRITERIA MATRIX

														ı	VI.	AK	CI	НЬ	'K	UG	KA	IVI	ΑN	טו	51	U	JE	ΝI	C	ΚI	IE	KIA	\ IV	A	ĸ	X									
			Year 1 Year 2 Year 3 Fall Spring Fall Spring Fall Spring											Non-Curricular Activity													4																		
	ion	Digital Techniques	Architecture Studio 1.1	Survey of World Arch. 1	Materials/Constr S	Site Design	Visual Studies	Architecture Studio 1.2	Survey of World Arch 2	Materials/Constr /	Structures 1		Architecture Studio 1.3	Survey of World Arch 3	Building Modeling	Elective	7 - 17 - 17 - 17 - 17 - 17	Architecture Studio 1.4	Office Control of Sterins	Survey of World Arch 4		Advanced Studio	Design Seminar	Advanced Computing	Professional Practice	Structures 3	Advanced Studio	Design Seminar	Elective	Elective	Elective	-	s & Symposia		AIAS, NOMAS, etc.		Spitzer JEDI Committee, RESoP and Making SSA event	Training and Support		Leaming, Teaching, and School Culture Guidelines	umni Group	CARB + NYSED	ip program	CCNY Graduate Research Symposium, Annual	
Shared Values Design Env. Stewardship & Professional Respon. Equity, Diversity & Inclusion Knowledge & Innovation Leadership, Collab. & Community Engmt. Lifelong Learning	Preparatory Education	ARCH 61001	ARCH 81100	ARCH 61201	ARCH 62301	ARCH 73500	ARCH 62001	ARCH 62100	ARCH 62201	ARCH 61301	ARCH 62401		ARCH 73100	ARCH 73201	ARCH 71301	ARCH 00000	007711000	ARCH 74100	100H 100H	ARCH 13401 ARCH 85201		ARCH 85101	ARCH 85200	ARCH 85300	ARCH 85600	ARCH 74401	ARCH 85101	ARCH 85200	ARCH 00000	ARCH 00000	ARCH 00000		Sciame Lecture Series & Symposia	Lunch & Learn Series	Student Clubs: GArC, AIAS, NOMAS, etc.	Student Governance	Spitzer JEDI Committ	Portfolio Preparation Training and Support	SSA Career Fair	Leaming, Teaching, a	CCNY Architecture Alumni Group	Licensure sessions, NCARB + NYSED	The League Mentorship program	CCNY Graduate Rese	Labs & Centers
Program Criteria PC.1 Career Paths PC.2 Design PC.3 Ecological Know. & Respon. PC.4 History & Theory PC.5 Research & Innovation PC.6 Leadership & Collaboration PC.7 Learning & Teaching Culture PC.8 Social Equity & Inclusion																																													
Student Criteria SC.1 HSW in the Built Environ. SC.2 Professional Practice SC.3 Regulatory Context SC.4 Technical Knowledge SC.5 Design Synthesis SC.6 Building Integration																																													

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2. Condition 4.2 Professional Degrees and Curriculum

Programs should complete or modify the following chart for the appropriate accredited programs and include as part of the APR.

B.Arch 2A (Legacy Curriculum)

Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
ARCH 11100 Core I (4)		Required Common Core:	Architecture Elective (3)
AES 11300 Visual Studies (2)		FIQWS English Comp 1 OR ENGL	Architecture Elective (3)
		110 (transfers only) (3)	
ARCH 12000 Core Studio II (4)		MATH 19500 Pre-Calculus (3)	Architecture Elective (3)
AES 12300 Visual Studies II (2)		EAS 10600 Earth Systems	Architecture Elective (3)
		Science (4)	
AES 21200 Built Environment in		ENGL 210xx English Comp II (3)	Architecture Elective (3)
NYC (3)		Flavible Cover	Auchitenture Flortius (2)
ARCH 23000 Core Studio III (4) AES 23202 Survey of World		Flexible Core: FIQWS/WCGI LIT or World	Architecture Elective (2)
Architecture I (3)		Humanities: WHUM 101 or 102	
Architecture 1 (3)		(3)	
ARCH 35302 Site Technology (3)		AES 21200 Built Environment in	General Ed Elective (3)
, , , , , , , , , , , , , , , , , , , ,		NYC (3) / US Experience in its	
		Diversity / This course is also a	
		major requirement	
ARCH 24000 Core Studio IV (4)		PHYS 21900 Physics for	General Ed Elective (3)
		Architecture Students/Scientific	
		World (4)	
AES 24202 Survey of World		General Education/Creative	General Ed Elective (3)
Architecture II (3)		Expression (3)	
AES 24303 Structures I – Intro to		General Education/Individual	General Ed Elective (3)
Structures (3)		and Society (3) General Education/World	
ARCH 24501 Construction Tech I (3)		Culture and Global Issues (3)	
ARCH 35101 Core Studio V (5)		College Option:	
ARCH 35202 Survey of World		AES 23202 Survey of World	
Architecture III (3)		Architecture I (3) / This course is	
(2,		also a major requirement	
ARCH 35501 Construction Tech		AES 24202 Survey of World	
II (3)		Architecture II (3) / This course is	
		also a major requirement	
ARCH 35402 Structures II:		SPCH 11100 Foundations of	
Design of Structural Elements		Speech or Proficiency Exam (3)	
(3)			
ARCH 36101 Core Studio VI (5)		PHIL 10200 Introduction to	
ARCH 36102 Portfolio Review		Philosophy (3)	
(0)			
ARCH 47202 Survey of World			
Architecture IV (3)			
ARCH 36501 Construction Tech			
III (3)			
ARCH 36402 Structures III:			
Behavior of Structural Strategies			
(3)			
ARCH 51000 Advanced Studio (1			
of 4) (6)			
ARCH 45501 Computation and			
Design (3)		_	
ARCH 51000 Advanced Studio (2 of 4) (6)			
ARCH 51000 Advanced Studio (3			
of 4) (6)			
UI 7 (U)			

ARCH 51200 Architectural			
Management (3)			
ARCH 51000 Advanced Studio (4			
of 4) (6)			
Total: 96	Total: 0	Total: 35 (not including 9	Total: 29
		duplicative major credits)	
Total No. of SCH for Degree	160 SCH		

^{*}SCH; Semester Credit Hours

B.Arch 2B (New Curriculum Starting Fall 2024)

Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
		Required Common Core:	
ARCH 11100/Design Studies I (4)		FIQWS English Comp 1 OR ENGL	Architecture Elective (3)
		110 (transfers only) (3)	
AES 11300 Visual Studies I (2)		MATH 19500 Pre-Calculus (3)	Architecture Elective (3)
ARCH 12000 Design Studies II		EAS 10600 Earth Systems	Architecture Elective (3)
		Science (4)	
AES 12300 Visual Studies II		ENGL 210xx English Comp II (3)	Architecture Elective (3)
AES 21200 Built Environment in		Flexible Core:	Architecture Elective (3)
NYC (3)			
ARCH 23000 Core Studio I (6)		FIQWS/WCGI LIT or World	Architecture Elective (2)
		Humanities: WHUM 101 or 102	
		(3) / World Culture and Global	
		Issues	
AES 23202 Histories of World		AES 21200 Built Environment in	General Ed Elective (3)
Architecture I (3)		NYC (3) / US Experience in its	
		Diversity / This course is also a	
ADCII 25202 Linhan Cita Anahain		major requirement	Compared Ed Flooring (2)
ARCH 35302 Urban Site Analysis		PHYS 21900 Physics for Architecture Students (4)	General Ed Elective (3)
(3) ARCH 24000 Core Studio II (6)		AES 23202 Histories of World	
ARCH 24000 Core Studio II (6)		Architecture I or AES 24202	
		Histories of World Architecture II	
		(3) / Creative Expression / This	
		course is also a major	
		requirement	
AES 24202 Histories of World		General Education/Individual	
Architecture II (3)		and Society (3)	
AES 24303 Structures I – Intro to		General Education/World	
Structures (3)		Culture and Global Issues (3)	
ARCH 24501 Construction Tech I		College Option:	
(3)			
ARCH 35101 Core Studio III (6)		AES 23202 Survey of World	
		Architecture I (3) / This course is	
		also a major requirement	
ARCH 35202 Histories of World		AES 24202 Survey of World	
Architecture III (3)		Architecture II (3) / This course is	
		also a major requirement	
ARCH 35501 Construction Tech		PHIL 10200 Introduction to	
II (3)		Philosophy (3)	
ARCH 35402 Structures II:			
Design of Structural Elements			
(3)			
ARCH 36101 Core Studio IV (6) ARCH 36102 Portfolio Review			
(1) ARCH 36501 Construction Tech		+	
III (3)			

ARCH 36402 Structures III:			
Behavior of Structural Strategies			
(3)			
ARCH 51000 Advanced Studio (1			
of 4) (6)			
ARCH 45501 Computation and			
Design (3)			
ARCH 51000 Advanced Studio (2			
of 4) (6)			
ARCH 51000 Advanced Studio (3			
of 4) (6)			
ARCH 51200 Professional			
Practice (3)			
ARCH 51000 Advanced Studio (4			
of 4) (6)			
Total: 100	Total: 0	Total: 29 (not including 12	Total: 23
		duplicative major credits)	
Total No. of SCH for Degree	152 SCH	<u> </u>	·

^{*}SCH; Semester Credit Hours

M. Arch 2A: Legacy Curriculum

Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Not applicable	Not applicable	College-level precalculus (3) /	Not applicable
		Prerequisite	
		College-level physics (3) /	
		Prerequisite	
Graduate-Level Courses			
Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
	Not applicable	Not applicable	
ARCH 61001 Digital Techniques (3)			ELECTIVE (3)
ARCH 61100 Architecture Studio			ELECTIVE (3)
1.1 (6)			
ARCH 61201 Survey of World			ELECTIVE (3)
Architecture 1 (3)			
ARCH 62301			ELECTIVE (3)
Materials/Construction, Small (3)			
ARCH 73500 Site Design (3)			
ARCH 62001 Visual Studies (3)			
ARCH 62100 Architecture Studio			
1.2 (6)			
ARCH 62201 Survey of World			
Architecture 2 (3)			
ARCH 61301			
Materials/Construction, Large (3)			
ARCH 62401 Structures 1 -			
Introduction to Structures (3)			
ARCH 73100 Architecture Studio			
1.3 (9)			
ARCH 73201 Survey of World			
Architecture 3 (3)			
ARCH 71301 Building Modeling (3)			
ARCH 74100 Architecture Studio			
1.4 (9)			
ARCH 74501 Environmental			
Systems (3)			
ARCH 73401 Structures 2 – Design			
of Structural Elements (3)			

ARCH 85201 Survey of World Architecture 4 (3)			
ARCH 85101 Advanced Studio (6)			
ARCH 85200 Design Seminar (3)			
ARCH 85300 Advanced Computing (3)			
ARCH 85600 Professional Practice			
ARCH 74401 Structures 3 -			
Behavior of Structural Systems (3)			
ARCH 85101 Advanced Studio (6)			
ARCH 85200 Design Seminar (3)			
Total: 96	Total: 0	Total: 0	Total: 12
Total No. of SCH for Degree	108 SCH		

M. Arch 2B: New Curriculum Starting Fall 2024

Undergraduate Courses if Preparatory		T	Ta 10. 11
Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Not applicable	Not applicable	College-level precalculus (3) / prerequisite	Not applicable
		College-level physics (3) / prerequisite	
Graduate-Level Courses			
Required Prof. Courses	Elective Prof. Courses	General Studies	Optional Studies
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
	Not applicable	Not applicable	
ARCH 61001 Visualization I (3)			ELECTIVE (3)
ARCH 61100 Foundation Studio I (6)			ELECTIVE (3)
ARCH 61201 Histories of World			
Architecture I (3)			
ARCH 61400 Urban Site Analysis (3)			
ARCH 62001 Visualization II (3)			
ARCH 62100 Foundation Studio II (6)			
ARCH 62201 Histories of World			
Architecture II (3)			
ARCH 62301 Construction			
Technology I (3)			
ARCH 73100 Architecture Studio III			
(6)			
ARCH 73501 Research Workshop (3)			
ARCH 73201 Histories of World			
Architecture III (3)			
ARCH 73301 Construction			
Technology II (3)			
ARCH 74100 Architecture Studio IV			
(6)			
ARCH 73501 Research Workshop			
ARCH 74501 Construction			
Technology III (3)			
ARCH 74600 Structures I (3)			
ARCH 85101 Architecture Studio V			
(6)			
ARCH 85200 Research Workshop (3)			
ARCH 85310 Structures II (3)			
ARCH 85210 Architecture Studio			
VI (6)			
ARCH 85200 Research Workshop (3)			
ARCH 85600 Professional Practice			
and Ethics (3)			
Total: 84	Total: 0	Total: 0	Total: 6
Total No. of SCH for Degree	90 SCH	•	•

3. One-Page Faculty Resumés



Name: AHU AYDOGAN

Courses Taught (Four semesters prior to current visit):

Core Studio 2, Advanced Studio, Construction Technology I, II, and III.

ARCH 35501 Construction Technology 2, F 22

ARCH 36402 Construction Technology 3 (B.Arch.)/ARCH 74501 Environmental Systems (M.Arch), Sp 23

ARCH 12000 Core Studio 2, Sp 2023

Educational Credentials:

- Postdoctoral Fellow, Architectural Sciences, Rensselaer Polytechnic Institute, CASE, 2013
- Ph.D., Architectural Sciences, Rensselaer Polytechnic Institute, 2012
- M.S., Architectural Sciences, Rensselaer Polytechnic Institute, 2008
- M.S., Engineering Management, Izmir Institute of Technology, Turkey, 2005
- M.Arch., Izmir Institute of Technology, Turkey, 2005
- B.Arch., Uludag University, Turkey, 2001

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2021-present
- Assistant Professor, City College of New York, CUNY, 2014-2021

Professional Experience:

- Design Consultant, Promont, New York, NY, 2022-2023
- Sustainability Consultant, CASE & SOM, New York, NY, 2012-2013

Licenses/Registration:

- Member of Chamber of Architects, Izmir, Turkey
- Architecture License, Turkey

Selected Publications and Recent Research:

- Grants:
 - NSF: NSF Convergence Accelerator Track M: Water-responsive Materials for Evaporation Energy Harvesting; Senior Personnel with Xi Chen (PI), 2024-2025.
 - NSF: Eager Germination: Transpire A transdisciplinary pedagogy for postdoctoral development;
 Faculty Fellow and Advisory Board Member with Lindo Vigdor (PI), 2022-2024.
 - US Department of the Army, Minority Serving Institutions Science, Technology, Engineering and Mathematics Research & Development Consortium (MSRDC): Absorbents for use in Building-Integrated Plant-Based Dynamic Filtration Media for Removing Chemical Warfare Agents; co-Pl with Elizabeth Biddinger (PI), 2016-2017.
- Publications and Conference Papers:
 - A. Aydogan*, D.G. Peck, J. Usman, S. Jung, E. Biddinger, "Golden Pathos Viability in Engineered Mixed Bed Growth Media Containing Ionic Liquids for Plant-Based Building Air Filtration Systems," Rhizosphere, 15 (2020) 100209.
 - A. Aydogan*, R. Cerone, "Review of the Effects of Plants on Indoor Environments," *Indoor and Built Environment* (2020), DOI: 10.1177/1420326X19900213
 - A. Aydogan*, "Durability of Plant-based Air Filtering Systems in Buildings: From an Air Quality and Energy Reduction Perspective" 15th International Conference on Durability of Building Materials and Components; Barcelona, Spain, 2020.

- Hortscience, American Society of Horticultural Science 2019–present
- Association of Indoor air Quality 2015–present
- Association of Collegiate Schools of Architecture (ACSA) 2014–present



Name: NANDINI BAGCHEE

Courses Taught (Four semesters prior to current visit):

- ARCH 73100 Architecture Studio 1.3 & ARCH 85101 Advanced Studio, F 22, F 23
- ARCH 74100 Architecture Studio 1.4 & ARCH 85101 Advanced Studio, Sp 23
- ARCH 51540 Topics in World Architecture: Archipelagic Estates of Puerto Rico, F 23

Educational Credentials:

- S.M.Arch.S., Massachusetts Institute of Technology, 2000
- B.Arch., Cooper Union, 1993

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2017-present
- Assistant Professor, City College of New York, CUNY, 2010-2017
- Adjunct Professor, City College of New York, CUNY, 2006-2010
- Adjunct Professor, Parsons School of Design, 2006-2007
- Adjunct Professor, New York Institute of Technology, 2002-2007

Professional Experience:

- Principal, Bagchee Architects, 2005-present
- Project Designer, David Hotson Architect, 2000-2002
- Junior Designer, Diane Lewis Architect, 1996-1998

Licenses/Registration:

• Architecture License, New York State, 2004

Selected Publications and Recent Research:

- Book Authored:
 - Counter Institution: Activist Estates of the Lower East Side. New York: Fordham University Press, 2018.
- Articles:
 - Nandini Bagchee and Mariana Mogilevich, "Land, Trust, and Design: A Conversation between
 Nandini Bagchee and Mariana Mogilevich." Les Cahiers de la recherche architecturale urbaine et paysagère (17 April 2023): 1-16
 - o "Radicals and Real Estate." *Urban Omnibus* (February 2019).
 - o "Design and Advocacy in the South Bronx." *Urban Omnibus* (May 2017).
 - "Building for Peace in New York City." Journal of Architectural Education 69:1 (March 2015): 73-85.
 - "Book Review of Unlearning the City: Infrastructure in a New Optical Field by Swati Chattopadhyay." Buildings & Landscapes 21:1 (Spring 2014): 161-163.
 - "Public Interior: The (Un) Real estate of ABC No Rio." Parsons Works 7 AAS Interior Design (June 2014).
 - "Sock Farm." In Regenerative Infrastructures: Freshkills Park NYC, Land Art Generator Initiative.
 Prestel, UK, 2013.
- Exhibitions:
 - Activist Estates: A Radical History of Property in Loisaida. Loisaida Center, Inc., New York, 2019.

- Association of Collegiate Schools of Architecture
- College Art Association
- Society for American City and Regional Planning History



Name: CESARE BIRIGNANI

Courses Taught (Four semesters prior to current visit):

- ARCH 35202 Survey of World Architecture 3 (B.Arch.), F 23
- ARCH 73201 Survey of World Architecture 3 (M.Arch.), F 23
- ARCH 51520 Topics in Architecture and the City: The City in History, F 23
- AES 24202/ARCH 62201 Survey of World Architecture 2, Sp 2024
- ARCH 51540/61540 Topics in World Architecture: Architecture and the Canon, Sp 2024

Educational Credentials:

- Postdoctoral Fellow, Mahindra Humanities Center, Harvard University, 2012-13
- Ph.D., Columbia University, 2013
- Laurea in Architettura, Università degli Studi di Firenze, 1997

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2021-present
- Assistant Professor, City College of New York, CUNY, 2013-2021
- Preceptor of Architecture, Columbia University, 2008-2011
- Visiting Assistant Professor, University of Illinois at Urbana-Champaign, 2007-08
- Teaching Fellow, Columbia University, 2003-2006
- Teaching Assistant, Università degli Studi di Firenze, 1998-1999

Professional Experience:

- New York, 1999-2002 (I-Beam Design; Jill Menoff Architect; DVA Architects)
- Paris, 1996-98 (Prospective & Patrimoine; Yves Le Jeune studio)

Licenses/Registration:

Architecture License, Italy

Selected Publications and Recent Research:

- "Critique and Criticism: Giulio Carlo Argan and the Manifold Practices of Critica," Proceedings of the Fifth International Conference of the European Architectural History Network, ed. Andres Kurg and Karin Vincente. Tallin: Estonian Academy of Arts, 2018.
- "Cartographies of Cities Past," in *Proceedings of the 2nd International Conference of the European Architectural History Network*, ed. Hilde Heynen and Janina Gosseye (Brussels: Contactforum, 2012): 148-53
- "Exercices vitruviens," in *Le livre et l'architecte*, ed. Jean-Philippe Garric, Émilie d'Orgeix and Estelle Thibault (Wavre: Mardaga, 2011): 139-48.
- "Team Vitruvius," review of The Institute for Architecture and Urban Studies: An Insider's Memoir by Suzanne Frank, *The Architect's Newspaper* (Apr. 6, 2011): 9-10.
- "The Festival: Architecture and the Event," *PIN-UP*, no. 5 (Fall-Winter 2008-09): 114-16.



Name: DAMON (MOHAMMAD) BOLHASSANI

Courses Taught (Four semesters prior to current visit):

- •ARCH 35402 Structures 2, F 22
- •ARCH 51560/61560 Topics in Technology: Masonry Structures, F 22
- •AES 24303 Structures 1, Sp 23, Sp 24
- •ARCH 36402 Structures III, Sp 24

Educational Credentials:

- Postdoctoral Fellow, University of Pennsylvania, 2017
- Postdoctoral Fellow, Drexel University, 2016
- Ph.D., Structural Engineering, Drexel University, 2015
- M.S., Structural Engineering, Drexel University, 2013
- M.S., Geotechnical Engineering, K. N. Toosi University of Technology, Iran, 2011
- B.S., Civil Engineering, K. N. Toosi University of Technology, Iran, 2009

Teaching Experience:

- Assistant Professor, City College of New York, CUNY, 2019-present
- Visiting Assistant Professor, Bucknell University, 2018
- Lecturer, University of Pennsylvania, 2017

Licenses/Registration:

• Professional Engineer, PE, Pennsylvania

Selected Publications and Recent Research:

- Recent Publications:
 - o Funicular Structures: The Art of Building Efficiently (under contract), Routledge.
 - S. Hussain, P.S. Chen, D. Hassanlou, M. Bolhassani, C. Bedon, "Bending and Lateral-Torsional Buckling Investigation on Glass Beams for Frameless Domes," Results in Engineering 21 (March 2024): 101962.
 - M. Akbari, A. Mirabolghasemi, M. Bolhassani, A.H. Akbarzadeh, M. Akbarzadeh, "Strut-Based Cellular to Shellular Funicular Polyhedralmaterials," *Journal of Advanced Functional Materials* Vol. 32, 14 (April 2022), 2109725.
 - J.R. Yost, M. Bolhassani, P.A. Chhadeh, L. Ryan, J. Schneider, M. Akbarzadeh, "Mechanical Performance of Polyhedral Hollow Glass Units Under Compression," *Journal of Engineering Structures* 254 (2022): 113730.
 - M. Bolhassani, M. Akbarzadeh, M. Mahnia, R. Taherian, "On Structural Behavior of the First Funicular Polyhedral Frame Designed by 3D Graphic Statics," Structures, Vol. 14 (2018): 56-68.
- Recent Conference Papers
 - M. Bolhassani, F. Yavartanoo, J. Tapia, M. Akbarzadeh, M. E. Ororbiab, H. Chai, Y. Zhi, M. Bernard, L. Trousset, K. Pajak, B. Waligun, P. Kassabian, "The Effect of Post-Tensioning on the Behavior of Small-Scale 3D-printed Concrete Beam," IASS 2024 Conference, Zurich, Switzerland.
 - M. Bolhassani, V. Abarca, A. Sanchez, "Mechanics of Spatial Funicular Masonry Structures,"
 14NAMC, North American Masonry Conference, Omaha NE, June 2023.
 - M. Bolhassani, T. Plotzker, A. Moris "Construction of the New York City Hall Subway Station,"
 Construction History Society of America 8th Meeting, Urbana Champaign, June 2023.

- American Society of Civil Engineering (ASCE)
- The Masonry Society (TMS)
- International association for shell and spatial structures (IASS)

National Architectural Accrediting Board

Name: M.T. CHANG

Courses Taught (Four semesters prior to current visit):

- •ARCH 51580/61580 Topics in Computational Studies: Building Information Modeling, F 22, Sp 23, F 23, F 24
- ARCH 51580/61580 Topics in Computational Studies: Building Performance Analysis and Simulation, F 22, Sp 24
- ARCH 51580/61580 Topics in Computational Studies: Gaming in Architecture, F 22
- •ARCH 51580/61580 Topics in Computational Studies: Dynamo Visual Programming, Sp 23
- •ARCH 51580/61580 Topics in Computational Studies: Architectural Animation Using Lumion, Sp 23, Sp 24
- •ARCH 51580/61580 Topics in Computational Studies: Computer Rendering in VRay, F 23
- •ARCH 35501 Construction Technology 2, F 23
- •ARCH 24501 Construction Technology 1, Sp 24

Educational Credentials:

- Ph.D., Union Institute and Universities, 1996
- M.Arch., Pratt Institute, 1991
- B.Arch., Pratt Institute, 1989

Teaching Experience:

- Assistant Professor, City College of New York, CUNY, 1999-present
- Adjunct Professor, Queens College, CUNY, 2000-2002
- Teaching Assistant, Pratt Institute, 1989-1990

Professional Experience:

- Principal, iGenius Training Center, 2014-present
- Chief Operation Manager, International Architects Group, 2007-2012
- President, E-learning Consultants, 2002-2015
- Principal, Hypnos Design, 1996-2007
- Design Coordinator, EBASCO Services, 1991-1993

Selected Publications and Recent Research:

- Computer Rendering in Architecture: Mental Ray, V-Ray, and 3ds Max, Routledge, 2024 (forthcoming).
- Objects: Design and Craft within Spaces, Oscar Riera Ojeda Publishers, 2025 (forthcoming).
- Found Space: A Therapeutic Journey to Urban Resurrection, Infinity Publishing, 2003.
- "Cinematic Allusions to Literary Works: The Commentary on Fritz Lang's Metropolis," CCNY Morris R. Cohen Library Exhibition, 2003.
- "I Dream of Genie in Virtual Space: A Study of Emerging Digital Technologies in Architecture," Symposium:
 Virtual Recreations of the Destroyed, the Altered and the Never Built, University of Cincinnati-CERHAS,
 2005
- "Do We Dream of Electric Sheep in Cyberspace?" ACSA Central Regional Conference Proceedings, Elgin, Illinois, 2004.
- "A Constant Evolution A Glimpse at the 21st Century Education in Building Construction Systems Technology," Connector, 2004.

- ARCADE Organization (Advanced Research: Computer Design & Research), President, 2009
- American Society of Civil Engineers, Affiliate Member, 2009
- 3DS User Group, Member, 2006
- The Association for Computer Aided Design in Architecture (ACADIA), Member, 2003
- The MicroStation Community (TMC), Member, 2001
- The New York City Chapter of the MicroStation Community, Member, 2001



Name: NINA COOKE-JOHN (Spring 2024 only)

Courses Taught (Four semesters prior to current visit):

ARCH 24000 Core Studio 2, S 24

Educational Credentials:

- M.S. Advanced Architectural Design, Columbia University, 1998
- B.Arch., Cornell University, 1995

Teaching Experience:

- Distinguished Lecturer, City College of New York, Spring 2024
- Adjunct Assistant Professor, Columbia Graduate School of Architecture, Planning and Preservation, 2021– present
- Part-Time Assistant Professor, Parsons School of Design, 2004-2020
- Assistant Professor, Syracuse University, School of Architecture, 2001-2004
- Adjunct Assistant Professor, New York Institute of Technology, 2000

Professional Experience:

- Founding Principal, Studio Cooke John Architecture and Design, 2018 present
- Founding Partner, Frame Design Lab, 2012 2018
- Project Architect, Reddymade Design, 2004 2012
- Junior Architect, Polshek Partnership, 1998 2001
- Junior Designer, Voorsanger and Associates, 1995 1997

Licenses/Registration:

Architecture License, New York State, New Jersey, Connecticut

Selected Publications and Recent Research:

- "The Harriet Tubman Memorial, Newark." In *Empathetic Design: Perspectives on Creating Inclusion*, ed. Elgin Cleckley, pp. 69-86. Washington, DC: Island Press, 2024.
- "Country Cousin Encounters the City." Madame Architect (February 2021).
- "The Intrigue of the Cities: Four Tales of the Bronx." Madame Architect (June 2021).
- "I Am an Artist: An Essay on an Architect's Identity." Madame Architect (October 2021).
- "Restructuring New York City One Culture at a Time: Morocco." ACSA National Conference 2003 Proceedings

- AIA
- NOMA



Name: IFEOMA EBO

Courses Taught (Four semesters prior to current visit):

- ARCH 51000 Advanced Studio, F 23
- ARCH 51550/61550 Topics in Design & Methods: Principles of Design and Spatial Justice, Sp 24

Educational Credentials:

- Master in City Planning, City Design & Development, MIT, 2006
- B. Arch., Cornell University, 2002

Teaching Experience:

- Assistant Professor, City College of New York, 2023-present
- Adjunct Assistant Professor, Cooper Union, 2022-2023
- Adjunct Associate Professor, Columbia University, 2020-2023
- Visiting Professor, University of Virginia, 2022
- Adjunct Professor, Syracuse University, 2020-2022
- Visiting Professor, Cornell University, 2019-2022

Professional Experience:

- Founding Principal, Creative Urban Alchemy LLC, 2010-present
- Director of Predevelopment Planning and Urban Design Unit, New York City Department of Housing Preservation and Development, 2020-2022
- Director of Strategic Design Initiatives, NYC Mayor's Office of Criminal Justice, 2018-2020
- Senior Design Advisor, New York City Mayor's Office of Criminal Justice, 2018/2017-2020/2018
- Urban Designer/Strategic Initiatives Specialist, New York City Department of Design and Construction, 2015-2017
- Senior Urban Designer/Planner, ARG Design, Cape Town, South Africa, 2013-2015
- Interim Program Manager, University of Cape Town, Cape Town, South Africa, 2012-2013
- Design Fellow/Program Coordinator, Architecture for Humanity, Cape Town, South Africa, 2010-2011

Selected Publications and Recent Research:

- "Housing as Insertion Point for Creative Urban Alchemy," in *Reconstructions: Architecture and Blackness in America*, ed. Sean Anderson and Mabel Wilson (New York: MoMA, 2021).
- "On Reclamation and Representation," Next City: Representation Matters Vol. II (2020).
- "Safe Places, Active Spaces: A Community Playbook for Transforming Public Spaces in Your Neighborhood," NYC Mayor's Office of Criminal Justice (2019).
- "Building Resilience and Inspiring Justice," Conscious Cities Anthology (2019).
- "BlackSpace Manifesto" BlackSpace Urbanist Collective (2018).
- "Design Around the Edges," Urban Omnibus (April 4th 2018).
- "Designing Just Spaces," Urban Design Forum (2017).
- "Designing a Police Station That Serves the Community," Next City (2016).
- "Design & Construction Excellence 2.0 Guiding Principles," NYC Department of Design & Construction (2016).

- American Institute of Architects New York Board of Directors, 2021-2023
- BlackSpace Urbanist Collective Board of Directors, 2019-2021
- Association for Community Design Board of Directors, 2018-2020
- Museum of Modern Art Advisory Council: Reconstructions Exhibition (Architecture and Blackness), 2018-2019
- National Organization of Minority Architects Member, 2000-present



Name: JEREMY EDMISTON

Courses Taught (Four semesters prior to current visit):

- ARCH 51000 Advanced Studio, F 22, Sp 23, F 23, S 24
- ARCH 61301 Materials of Construction: Large, Sp 23, Sp 24

Educational Credentials:

- M.S., Advanced Architectural Design, Columbia University, 1992
- B.Arch., with Honors and University Medal, University of Technology Sydney, 1989

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2008-present
- Visiting Research Professor, University of Pennsylvania, 2010
- Adjunct Professor, City College of New York, CUNY, 1999-2007
- Adjunct Professor, Pratt Institute, 2007
- Research Fellow, Syracuse University, 2006-2007
- Visiting Professor, Syracuse University, 2006
- Adjunct Professor, Columbia University GSAPP, 2001
- Adjunct Professor, Roger Williams University, 1999
- Teaching Assistant, Columbia University GSAPP, 1995

Professional Experience:

- Principal/Owner, SYSTEMarchitects LLC, 2007-present
- Partner (with Douglas Gauthier), SYSTEMarchitects LLC, 1996-2007
- Architect/Designer, Emilio Ambasz & Associates, 1994-1996
- Architect, Keenen/Riley Architects, 1993
- Architect/Designer, Bernard Tschumi Architects, 1993
- Junior to Architect, Harry Seidler & Associates, 1983-1991

Licenses/Registration:

• Architecture License, New York State

Selected Publications and Recent Research:

- Edmiston, Jeremy. *Surfaced. The Formation of Twisted Structures: The Work of SYSTEMarchitects*. Hong Kong: Oscar Riera Ojeda Publishers, 2015.
- Edmiston, Jeremy and Douglas Gauthier. "Fabrication; Assembly Like a Kit of Parts." In *A+U* Special Issue: Architectural Transformations via BIM, ed. Nobuyuki Yoshida (August 2009), 66-71.
- Edmiston, Jeremy. "Shaft." In *Design and Technology Workshops 2006/2010*, ed. Mark Linder. Syracuse, New York: Syracuse University, 2010, 2.
- Edmiston, Jeremy and Douglas Gauthier. "BURST*008, Museum of Modern Art, New York, USA." In *GreenHouse*, ed Vladimir Belogolovsky. New York: Tatlin Publishers, 2009.
- SYSTEMarchitects. "BURST*003, SYSTEMarchitects." In Digital Fabrications, Architectural and Material Techniques, by Lisa Iwamoto, ed. Clare Jacobson and Lauren Neefe. New York: Princeton Architectural Press, 2009, 32-33.

Professional Memberships:

• Architectural League of New York



Name: GORDON A. GEBERT

Courses Taught (Four semesters prior to current visit):

- ARCH 51000: Advanced Studio: Robotics in Design Practice, F 23, F 24
- ARCH 85300: Advanced Design & Computation, F23
- ARCH 51560/61560: Topics in Technology: Robotics in Arch, Sp 24, Sp 25

Educational Credentials:

- M.Arch., Princeton University, 1969
- B.Arch., Massachusetts Institute of Technology, 1966
- Numerous robotics, design computation courses/seminars/formal training sessions

Teaching Experience:

- Assistant, Associate, Full Professor, City College of New York, CUNY, 1971-present
- Lecturer, City College of New York, CUNY, 1969
- Lecturer, Research Associate, Princeton University School of Architecture, 1968-1969

Professional Experience:

- Acting Dean, SSA, 2015-2019
- Chair, Spitzer School of Architecture, 2013-2015
- Deputy Chair, Spitzer School of Architecture, 2005-2013
- Acting Dean, Spitzer School of Architecture, 1991-1995
- Chair, Spitzer School of Architecture, 1990-1991
- Associate Dean, and Director for Administration, Spitzer School of Architecture, 1971-1980
- Research Associate, Princeton University, 1967-1969
- Principal, Gordon A. Gebert Associates, 1997-present. A general full-service architecture practice based on research, context, and full automation including advanced computation, modeling, representation, documentation and project delivery techniques. Over 80 commercial, residential, medical and educational projects throughout New York State.
- Principal and Chief Tech. Officer, Data Methods Incorporated, 1982-1996. A firm specializing in software solutions and development for facilities and health-care management. Installed at over 1250 sites world-wide including U.S., Canadian and British Health Service academic and patient-care facilities.
 Text database search and analysis system for large (100,000,000+ word) data bases on low-cost compact computing machinery. Installed at more than 20 sites in U.S. including public law agencies and public health-care institutions.
- Consultant in Informatics to various agencies and organizations including US Dept. of Veterans Affairs,
 Indian Health Service, Kaiser Permanente, US Public Health Service, Mass. General Hospital (Harvard Med. Sch.), Johns Hopkins Med. Sch., Rutgers Coll of Medicine, 1979-1995
- Director and Prin. Investigator, CUNY Comprehensive Facilities Data Base Development Project, 1992-1998. For 22,000,000 sq. ft. in 330 buildings on 21 campuses throughout New York City.
- Member, Historic Preservation Review Board, Poughkeepsie, New York, 2007-2012
- Trustee, Village of Nyack, New York, elected to two terms: 1998-2003
- Deputy Mayor, Village of Nyack, New York, 2000-2002.
- Chair, Architectural Review Board, Nyack NY, 1997-1998

Licenses/Registration:

• Architecture License, New York State

Professional Memberships:

• Association of Collegiate Schools of Architecture



Name: MARTA GUTMAN

Educational Credentials:

- Ph.D., University of California, Berkeley, 2000
- M.Arch, Columbia University, New York, NY, 1981
- A.B., Honors in Art, Brown University, 1975

Teaching Experience:

- Dean, Spitzer School of Architecture, City College of New York, CUNY, 2022-present
- Interim Dean, Spitzer School of Architecture, City College of New York, CUNY, 2021-2022
- Professor, City College of New York, CUNY, 2004-present
- Professor, Art History Program, Graduate Center, CUNY, 2014-present
- Professor of Earth and Environmental Sciences
- Adjunct Professor, California College of the Arts, 1999-2000.
- Associate Chairman, Parsons School of Design/New School for Social Research, Department of Architecture and Environmental Design, 1988-92; Acting Chair, Spring 1991
- Graduate School of Fine Arts, University of Pennsylvania, Visiting Lecturer, 1990, 1991
- Assistant Professor, Columbia University, Graduate School of Architecture, Planning, and Preservation, 1985-88; Adjunct Assistant Professor, 1983-85; Paris Summer Program, 1985, 1987

Professional Experience:

- Society of American City and Regional Planning History, Immediate Past-President, 2023-24; President, 2022, President-elect, 2019-21
- Founding Editor, *Platform*, 2019, www.platformspace.net
- Co-editor, Buildings & Landscapes: Journal of the Vernacular Architecture Forum, 2009-2015
- Architect, Marta Gutman/A. Eugene Sparling, A.I.A., New York, NY, 1985-92

Licenses/Registration:

• Architecture License, New York State

Selected Publications and Recent Research:

- "Intermediate School 201: Race, Space, and Modern Architecture in Harlem." In *Educating Harlem: A Century of Schooling and Resistance in a Black Community*, ed. Ansley Erickson and Ernest Morrell, pp. 183-209. New York: Columbia University Press, 2019.
- "The Spaces of Childhood" with Marci M. Clark. In *Oxford Bibliographies in Childhood Studies*, ed. Heather Montgomery. New York: Oxford University Press, 2018.
- "Making and Unmaking the Neighborhood: Boundaries in Postwar Cities," introduction, guest editor, special section of the *Journal of Urban History* 46, no. 6 (Nov., 2020): 1191-1205.
- "Teaching Marshall/Marshall Teaching: Encounters with Berman." In Adventures in Modernism: Thinking with Marshall Berman, ed. Jennifer Corby, pp. 52-61. New York: UR /Terreform, 2015.
- A City for Children: Women, Architecture, and the Charitable Landscapes of Oakland, 1850-1950. Chicago: University of Chicago Press, 2014.
- "The Physical Spaces of Childhood." In *The Routledge History of Childhood in the West*, ed. Paula S. Fass, pp. 249-66. New York: Routledge, 2012.

- The Vernacular Architecture Forum
- Society for American City and Regional Planning History
- Urban History Association
- Society of Architectural Historians

National Architectural Accrediting Board

Name: JEROME HAFERD

Courses Taught (Four semesters prior to current visit):

- ARCH 73100 Architecture Studio 1.3 & ARCH 85101 Advanced Studio, F 22
- ARCH 74100 Architecture Studio 1.4 & ARCH 85101 Advanced Studio, Sp 23
- ARCH 51000 Advanced Studio, F 23
- ARCH 24000 Core Studio 2, S 24
- ARCH 51550/61550 Topics in Design & Methods: Fugitive Practice, F 23

Educational Credentials:

- M.Arch., Yale University, 2010
- B.S. with Distinction, Knowlton School of Architecture, The Ohio State University, 2007

Teaching Experience:

- Assistant Professor, City College of New York, CUNY, 2022-present
- Substitute Assistant Professor, City College of New York, CUNY, 2021-2022
- Adjunct Associate Professor, City College of New York, CUNY, 2019-2021
- Adjunct Assistant Professor, Columbia University, 2017-2022
- Adjunct Faculty, Columbia University, 2013-2017
- Lecturer, Yale University, 2021-2022
- Initiating Member and Faculty, Dark Matter U., 2020-present
- Adjunct Faculty, Barnard College, 2019-2021
- Adjunct Faculty, NJIT, 2017-2018

Professional Experience:

- BRANDT: HAFERD (Jerome W Haferd & K Brandt Knapp), New York, 2012-present
- Jerome W. Haferd, Registered Architect, New York, 2017-present
- Bernard Tschumi Architects, New York/Paris, 2010-2017
- Harrison Atelier, New York, 2010
- Office for Metropolitan Architecture (OMA), Beijing, 2009

Licenses/Registration:

Architecture License, New York State

- Essays:
 - With Curry J. Hackett, "Fugitive Practice," *Journal of Architectural Education* 77:1 (2023): 124-129.
 - With A.L Hu, Nupur Chaudhary, Albert Cho, Samendy Brice, "Building Relationships to Design Spatial Justice," Architect Magazine (Oct., 2023).
 - o "Trans-Institutional Pedagogies," Yale Constructs (Winter/Spring 2021).
 - o "An Archaeology of Architecture" Log 48 (Winter/Spring 2020).
- Lectures:
 - "(Architecture) At the Water's Edge," College of Architecture and Environmental Design Lecture Series, Kent State University, October 2023.
 - "An Other Spatial Imaginary: Recent Work in Intersectional Territories," School of Architecture and Planning Lecture Series, University at Buffalo, SUNY, October 2022.
 - "Talking Race + Architecture: A Teach-In," with Dark Matter University, Center for Architecture, April 2021.
 - "An Archaeology of Architecture," Historic Preservation Series, GSAPP, Columbia University,
 2021.



Name: BRADLEY HORN

Courses Taught (Four semesters prior to current visit):

- ARCH 36101 Core Studio 6, Sp 2024
- ARCH 11100 Core Studio 1, F 2023, F 2022
- ARCH 51000 Advanced Studio, Sp 2023

Educational Credentials:

- M.Arch., Columbia University, 1998
- B.Arch., The Cooper Union, 1994

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2009-present
- Interim Dean of Architecture, City College of New York, CUNY, 2021
- Director of M.Arch. Program, City College of New York, CUNY, 2009-2020
- Assistant Professor, City College of New York, CUNY, 2004-2009
- Visiting Assistant Professor, Pratt Institute School of Architecture, 1998-2004
- Visiting Adjunct Professor, Harvard University, 2003
- Adjunct Assistant Professor, The Cooper Union School of Architecture, 2001-2003
- Adjunct Professor, Columbia University, 2001-2003

Professional Experience:

• Partner, Berman Horn Studio LLP, New York, 2004-present

Licenses/Registration:

• Architecture License, New York State, Louisiana, New Jersey, Maine

- "Signs and Wonders: John Hejduk and the Re-Enchantment of Architecture at The Cooper Union." In *Histories of Architecture Education in the United States*, ed. Peter Laurence. London: Routledge, 2024.
- Presenter, "Teaching in the Bubble: Notes on the Parallel Universe of Architecture Education," AMPS Conference: A Focus On Pedagogy: Teaching, Learning, Research in the Modern Academy, 2022.
- Presenter, SSA Lunchtime Lecture, Spitzer School of Architecture, 2021.
- Presenter, "7 Types of Formalism: Field Notes on the Use of Form in Architectural Education," in Genre Studies session, NCBDS After Form, 36th National Conference on the Beginning Design Student, University of Austin, Texas, 2021.
- Panel Moderator, Post-formal Attitudes session, NCBDS After Form, 36th National Conference on the Beginning Design Student, University of Austin, Texas, April 2021.
- Presenter, "Pedagogy in the Wild: A Field Guide to Contemporary Architectural Education," Schools of Thought: Rethinking Architectural Pedagogy, in Do Not Try and Remember: Pedagogy in Transition session, The University of Oklahoma, 2020.
- Panelist, The Impact session, with Stan Allen, Peggy Deamer, David Gersten, Laurie Hawkinson, Kyna Leski, and Toshiko Mori. Celebrating and Unparalleled Architectural Pedagogy: Student Work Collection Database, The Cooper Union Irwin S. Chanin School of Architecture, 2019.
- Panel Moderator, "Contemporary Educators in Dialogue," in Learning/Doing/Thinking: Educating Architects in the 21st Century, at Yale University School of Architecture, 2016.



Name: MICHAEL KING

Courses Taught (Four semesters prior to current visit):

- ARCH 35202 Survey of World Architecture 3, F 22, F 23
- ARCH 47202 Survey of World Architecture 4, Sp 23
- ARCH 51530/61530 Topics in the History of Landscape, Infrastructure, and the Environment: Introduction to Landscape Architecture History, Sp 23, Sp 24

Educational Credentials:

- Ph.D., Landscape Architecture, University of Illinois at Urbana-Champaign, 2021.
- M.L.A., City College of New York, CUNY, 2011
- B.A., Philosophy, New College of Florida, 1998

Teaching Experience:

- Substitute Lecturer, City College of New York, 2023-present
- Adjunct Associate Professor, City College of New York, 2022-2023
- Adjunct Assistant Professor, City College of New York, 2017-2022
- Adjunct Lecturer, City College of New York, 2015-2017
- Visiting Fellow Lecturer, New College of Florida, 2015

- "A Few Shards," PLOT: Marginal Street, Vol. 1 Spring 2012
- "A Crazy Quilt," PLOT: Patchwork, Vol. 2 Spring 2013
- "Ampersand," PLOT: Hunting Ground, Vol. 3 Spring 2014
- "Heaps & Mounds," PLOT: Waste Stream, Vol. 4, Spring 2015
- "The Finest of Sieves," PLOT: Filter, Vol. 5, Spring 2016
- "Hot Air," PLOT: Cloud, Vol. 6, Spring 2017
- "Invisible Ink," PLOT: Magic, Vol. 7, Spring 2018
- "Side-Askew," PLOT: Top-Down/Bottom-Up, Volume 9, Spring 2020
- "Quite Exquisite," PLOT: X, Volume 10, Spring 2021
- "A Few Footnotes on the Opulent/Not-So-Opulent Shoes of Philosophers," PLOT: Opulence, Volume 11, Spring 2022
- "The Edge of Sound," PLOT: EDGE, Volume 12, Spring 2023



Name: FRAN LEADON

Courses Taught (Four semesters prior to current visit):

- ARCH 74100 Architecture Studio 1.4 & ARCH 85101 Advanced Studio, Sp 24
- ARCH 73100 Architecture Studio 1.3 & ARCH 85101 Advanced Studio, F 23
- ARCH 51550/61550 Topics in Design and Methods: Randel's Utopia: Mapping the Commissioners' Plan, Sp

Educational Credentials:

- M. Arch., Yale University, 1994
- B. Design, University of Florida, 1991

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2012-present
- Assistant Professor, City College of New York, CUNY, 2006-2012
- Instructor, City College of New York, CUNY, 2000-2006

Professional Experience:

• Sole practitioner, 2006-present

Licenses/Registration:

Architecture License, New York State

Selected Publications and Recent Research:

- Book Authored:
 - o Broadway: A History of New York City in Thirteen Miles. W. W. Norton, 2018.
 - AIA Guide to New York City, Fifth Edition, with Norval White and Elliot Willensky. Oxford University Press, 2010.
- Articles and Book Chapters:
 - "The Umbrellas of Christo Took Over My First Months in New York," New York Times, June 3, 2020.
 - "Randel's Utopia: Mitigating Manhattan's Disordered Past with its Relentless Future," paper presentation, P+ARG (Planning + Architecture Research Group) Biennial Conference, University of Michigan, February 1, 2020.
 - o "Bricks and Brownstone: A Restoration," in *Bricks and Brownstone: The New York Row House*, by Charles Lockwood, Patrick W. Ciccone, and Jonathan D. Taylor. New York: Rizzoli, 2019.
 - "Squatters' Rights in the Heights: A Battle for Land in Upper Manhattan," Lapham's Quarterly, April 20, 2018.
 - o "Why Broadway Meanders Up Manhattan's Grid," Zocalo Public Square, April 23, 2018.
 - "The Aleatoric Studio: Embracing Chance and Risk in First-Year Design," paper presentation, 99th
 Annual ACSA Conference Proceedings, March 3-6, 2011.
 - "Inspecting the Green City," Oculus, Fall 2009.

Reviews:

- "Public Works: Reflecting On 15 Years of Project Excellence For New York City," Gotham: A Blog for Scholars of New York City History, The Gotham Center for New York City History, CUNY Graduate Center, April 14, 2020.
- "The Outcast: A Review of Wright and New York by Anthony Alofsin," Gotham: A Blog for Scholars of New York City History, The Gotham Center for New York City History, CUNY Graduate Center, July 16, 2019.
- "Bloomberg Makes Space in New York: Studying the Transformation of Place in New York Under the Bloomberg Administration," book review of *Bloomberg's New York: Class and Governance in* the Luxury City by Julian Brash, Architect's Newspaper, January 19, 2011.

National Architectural Accrediting Board

Name: FABIAN LLONCH

Courses Taught (Four semesters prior to current visit):

- ARCH 51000 Advanced Studio, Sp. 2024, Sp. 2023
- ARCH 35101 Core Studio 5, F 2023
- ARCH 51570/61570 Topics in Visual Studies: Articulating an Idea, F 2022, Sp 2024

Educational Credentials:

- M.Arch., with honors, Washington University, 1999
- B.Arch., Universidad Nacional, Rosario, Argentina, 1995

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2004-present
- New Jersey Institute of Technology Newark, 2001-2004
- Washington University St. Louis, 1999
- Escola Tecnica Superior de Arquitectura de Barcelona, Espana, 1996
- Universidad Nacional de Rosario, Argentina, 1995-1996

Professional Experience:

- Llonch+Vidalle Architects, 2001-present
- Steven Holl Arch, USA, 2000-2001
- Adrian Luchini Arch, USA, 1999-2000
- Sverdrup Inc. USA, 1998-1999
- Municipalidad de Rosario, Argentina, 1993-1996
- Corea Gallardo Maninno Arquitectos Espana, 1990-1993
- Caballero Gimenez Arquitectos, Argentina, 1989-1991

Licenses/Registration:

• Architecture License, Argentina

Selected Publications and Recent Research:

- Monograph: Displaced Llonch+Vidalle Architecture, Oscar Riera Ojeda Publishers, 2015
- Featured in: La Gaceta de los Arquitectos, 2014
- Featured in: Clarin Arquitectura, 2013
- Featured in: Azure Magazine Form and Function, 2009
- Featured in: 1000 X Architecture of the Americas, Braun Publishers, 2008

- Colegio de Arquitectos, Rosario, Argentina
- AIA NY Chapter Member



Name: FRANK MELENDEZ

Courses Taught (Four semesters prior to current visit):

- ARCH 12000 Core Studio 2, Sp 2023
- ARCH 51000 Advanced Studio, F 2022

Educational Credentials:

- M.Arch., Yale University, 2006
- B.Arch., University of Arizona, 1998

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2021-present
- Assistant Professor, City College of New York, CUNY, 2014-2021
- Visiting Assistant Professor, Carnegie Mellon University, 2013-2014
- Assistant Professor, Lousisiana State University, 2010-2013
- Faculty Associate, Arizona State University, 2009-2010
- Digital Media Assistant, Princeton University, 2008-2009
- Lecturer, Yale University, 2008
- Instructor, Yale University, 2005-2008

Professional Experience:

- Principal, Augmented Architectures, 2014-present
- Principal, Melendez Design Studio, 2011-2014
- Principal, Melendez + Dickinson Studio, 2008-2010
- Design Director, Urban A&O, 2006-2009
- Frank O. Gehry & Associates, 1999-2004

Selected Publications and Recent Research:

- Books:
 - Data, Matter, Design: Strategies in Computational Design, edited with Nancy Diniz and Marcella Del Signore. New York: Routledge, 2020.
 - Drawing from the Model: Fundamentals of Digital Drawing, 3D Modeling, and Visual Programming in Architectural Design. Hoboken: John Wiley & Sons, Inc., 2019.
- Conference Papers:
 - "Architectural Drawing and Physical Computing: From Points and Projections to Sensors and Data," Association of Collegiate Schools of Architecture (ACSA), 107th Annual Meeting, 2019, BLACK BOX: Articulating Architecture's Core in the Post Digital Era, March 2019.
 - "Wearable Biosensors: Simulating Biotic Growth Patterns and Sensing Environmental Toxins," Association for Computer Aided Design in Architecture (ACADIA), International Conference. co-authored with Nancy Diniz (Rensselaer Polytechnic Institute) and Christine Marizzi (Cold Springs Harbor Laboratory), October 2018.
 - "Liquid Actuated Elastomers: Soft Corporeal Architectural Systems," Association for Computer Aided Design in Architecture (ACADIA), International Conference. co-authored with Nancy Diniz (Rensselaer Polytechnic Institute) and Valeria Rybyakova (City College of New York, MArch).
 Paper and Project Poster submitted. Presentation and Conference Proceedings, October 2016.

- Association of Collegiate Schools of Architecture (ACSA), CCNY Faculty Councilor
- Association for Computer-Aided Design in Architecture (ACADIA)
- Building Technology Educators Society (BTES)



Name: DOMINICK PILLA

Courses Taught (Four semesters prior to current visit):

- ARCH 62401 Structures 1 (M.Arch.), Sp 22, Sp 23
- ARCH 73401 Structures 2 (M.Arch.), Sp 23, S 24
- ARCH 74401 Structures 3 (M.Arch.), F 22, F 23
- ARCH 35402 Structures 2 (B.Arch.), F 23
- ARCH 51560/61560 Topics in Technology: Structural Anatomy of Buildings, F 22, Sp 24
- ARCH 51560/61560 Topics in Technology: Conceptual Structural Systems, Sp 23

Educational Credentials:

- M.S., Civil Engineering, New Jersey Institute of Technology, 1991
- B.S., Civil Engineering with a Minor in Architecture and Planning, Rensselaer Polytechnic Institute, 1990

Teaching Experience:

- Associate Professor (with tenure), City College of New York, CUNY, 2010-present
- Adjunct Associate Professor, Columbia University, 2020-present
- Lecturer, School of Architecture and School of Civil Engineering, Rensselaer Polytechnic Institute, 2017-2021
- Adjunct Associate Professor, City College of New York, CUNY, 2004-2010
- Adjunct Professor, School of Architecture, Philadelphia College of Textiles and Science, 1997

Professional Experience:

- Principal, DRPILLA, PC, Nyack, NY, 1999-present
- Senior Engineer, DeNardis Associates Inc., White Plains, NY, 1995-1999
- Engineer, Geiger Engineers, PC, Suffern, NY, 1994-1995
- Project Engineer, M.G. McLaren Engineering, Nyack, NY, 1992-1994

Licenses/Registration:

- Professional Engineer, NY, NJ, CT, PA, VT, GA, FL, CO, OR, WA, TX, DC, DE, HI, MA, SD, AZ, RI, TN
- Structural Engineer, NV, WA, HI
- Civil Engineer, CA, NV
- Registered Architect, NY, CT, NJ

Selected Publications and Recent Research:

- Book:
 - Pilla, D. Elementary Structural Analysis and Design of Buildings. Boca Raton: Taylor & Francis,
 2016.
- Articles:
 - Pilla, D. & Tong, X. "Horizontal and Vertical Enlargement of a 'Sliver' Building." Structure Magazine (2013).
 - Pilla, D. & Kaniuczok, M. "Diving In: Steel Helps A Single-Family Home and Pool House Go Swimmingly." Modern Steel Construction (2013).
 - o Pilla, D. & Tong, X. "Creating an Opening in Existing Floors." Structure Magazine (2013).

- American Institute of Steel Construction
- American Concrete Institute
- American Society of Civil Engineers
- LEED Accredited Professional
- National Council of Examiners for Engineering and Surveying



Name: SHAWN RICKENBACKER

Courses Taught (Four semesters prior to current visit):

- ARCH 73100 Architecture Studio 1.3 & ARCH 85101 Advanced Studio, F 22, F 23
- ARCH 74100 Architecture Studio 1.4 & ARCH 85101 Advanced Studio, Sp 23, Sp 24

Educational Credentials:

- M.Arch., University of Virginia, 1994
- B.Arch., Syracuse University, 1990

Teaching Experience:

Associate Professor and Director of the J. Max Bond Center for Urban Futures, City College of New York,
 2018-present

Selected Publications and Recent Research:

- Essays:
 - "Toward Design Reparations: Remedying Urban Morphologies through Policy Reform in Harlem,"
 Architecture_MPS 28, 1 (2024): 2-17.
 - "Through the Looking Glass." In Nature of Enclosure, ed. Jeffrey Nesbit. Barcelona: Actar Publishers, 2023.
 - "Logistics Architecture as Urban and Social Infrastructure" (Contributing author). In 110th ACSA Annual Meeting Proceedings (2022): 547-558.
- Recent Conference Papers and Lectures:
 - "Design Reparations: The Political Economics of Affordable Housing," AMPS Architecture, Media,
 Politics and Society, Livable Cities Conference, New York, June 2023.
 - "What if? Mining for Equitable Development and the Building of Mutualist Markets," Mansueto Institute for Urban Innovation, University of Chicago, May 2023.
 - "Design Reparations: Policy Reform through Design and Market Demonstration," 19th National Conference on Planning History, Society for American City & Regional Planning History, October 2022.
 - "Design Reparations: New Models of Economic and Spatial Justice," Cornell University Architecture, Art, Planning, March 2022.
 - "Utopias: Architecture and Power, Equity and Justice," Carnegie Mellon School of Architecture Lecture Series, November 2020.

- Advisory Board Member, University of Virginia, Campbell School of Architecture, Charlottesville, VA 2020– present.
- ACSA Research + Scholarship Committee, 2021-2022.



Name: JULIO SALCEDO-FERNANDEZ

Courses Taught (Four semesters prior to current visit):

- ARCH 85101 Advanced Studio, F 22, F 23
- ARCH 85101 Advanced Studio, Sp 23, Sp 24

Educational Credentials:

- M.Arch., Harvard University, 1997
- B.A. Architecture, Rice University, 1992
- Design Workshops, Universidad Complutense, 1990, 1992

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2007-present
- Adjunct Professor, Harvard University, 2001; 2003; 2004
- Associate Professor, Syracuse University, Fall 2004; Spring 2005
- Visiting Professor, University European, Madrid, 2006
- Adjunct Professor, University of Pennsylvania, 2006
- Adjunct Professor, Cornell University 2007
- Invited to teach Architecture, MIT, 2004; 2005; 2006

Professional Experience:

- Principal, Scalar Architecture, PC, New York, 2001-present
- Project Architect, (Richard Cook) Cook and Fox, New York, 1999-2000
- Senior Designer, SOM, New York, 1997-1999
- Project Architect, Rafael Moneo, Madrid, Spain, 1993, 1997
- Designer, Machado Silvetti Associates, Boston, MA, 1992-1993

Licenses/Registration:

- Architecture License, New York State, 2001, CT 2020
- European Union Registered Architect, COAM, 2004

Selected Publications and Recent Research:

- Salcedo, Julio. *Specific Generic Continuum*. PA: Oscar Riera Ojeda Publishers, 2011. Foreword by Luis Rojo. Essay by Ivan Rupnik.
- "Urban Manufacturing as a Vehicle for Social and Environmental Justice: The Case of North Brooklyn," Architecture MPS, University College London Press, July 2024.
- "Rafael Moneo: Building, Teaching, Writing," Journal of Architectural Education, volume 70, no. 2 (2016) 332-334.
- Salcedo, Julio (co-author). Instability. New York: Princeton Architectural Press, 2007, pp. 150-176. Foreword Craig Konyk
- Salcedo-Fernandez, Julio, "Omnivorous Practices-American Urbanism" and "Conversations with James Corner and Alex Krieger," *Arquitectura: Revista de Arquitectura*, Volume 337 (October 2004): 26-37

- NCARB
- Urban Design Forum
- AIA
- LEED AP
- COAM



Name: CASSIM SHEPARD

Courses Taught (Four semesters prior to current visit):

- ARCH 51520 Topics in Architecture and the City: Intro to Urban Studies, F 22, F 23, Sp 24
- ARCH 51550/61550 Topics in Design & Methods: Techniques of Urban Communication, F 22, Sp 23
- ARCH 51550/61550 Topics in Design & Methods: Social Justice and the Built Environment, F 22, Sp 23
- ARCH 51510/61510 Topics in History of Architecture & Society: Housing Justice, Sp 23
- AES 21200 Introduction to the Built Environment of New York City, S 23, Sp 24

Educational Credentials:

- Doctor of Philosophy Candidate, Eindhoven University of Technology, 2025 (expected)
- Master of City Planning, Massachusetts Institute of Technology, 2007
- MA, Urban Geography, Kings College London, 2004
- BA (honors), Visual and Environmental Studies, Harvard University, 2001

Teaching Experience:

- City College of New York, 2022-present
- Columbia University Graduate School of Architecture, Planning and Preservation, 2016-2021

Professional Experience:

- Principal, S/Q Projects, 2010-present
- Founding Editor, Urban Omnibus, The Architectural League of New York, 2008-2014
- Planner, Pfeiffer Partners, 2008

- Publications:
 - o "Housing Agency: Legacies of John F. C. Turner" *Places Journal*, November, 2023.
 - o "Mass Support: Reconsidering Housing Theorist John Habraken" Places Journal, April 2023.
 - o "Field Notes on Design Activism" *Places Journal*, November, 2022.
 - "Land Power: A Reassessment of Community Land Trusts," Places Journal, July 2022.
 - o Citymakers: The Culture and Craft of Practical Urbanism. New York: Monacelli, 2017.
 - o "Istanbul: Who Makes a City?" Stranger's Guide 8: The Mediterranean, Fall 2020.
 - o "Montage Urbanism: On Essence, Fragment and Increment," Public Culture 26 (2013).
 - o "The Field of Struggle, The Office and the Flat: Protest and Aspiration in a Mumbai Slum," *Public Culture* Volume 26, Spring 2013.
 - "Sensory Devices." Landscape Futures, edited by Geoff Manaugh. Actar Press/Nevada Museum of Art, 2013.
 - o "The Gwanju River Reading Room." Essay (co-authored with Taiye Selasi) accompanying an architectural folly designed by David Adjaye for the Gwanju Biennale. Hatje Cantz Press, 2013.
 - o "Of Timeshares and Tenements," in *Domus*, May, 2011.
 - "On Data and Design." Next City, Spring 2011.
 - "Postopolis: On Urban Portraiture." Places, July 2010.
- Exhibitions and Artist Commissions:
 - Mass Support: Flexibility and Resident Agency in Housing (co-curator), Spitzer School of Architecture, March—May, 2023
 - Mass Support: Building Frameworks of the Stichting Architecten Research (co-curator), Eindhoven University of Technology, April–July, 2022.
 - o The Quito Papers: Towards an Open City (filmmaker), 2016.
 - By The People: Designing a Better America (video artist), Cooper Hewitt Smithsonian Design Museum, 2016.



Name: ELISABETTA TERRAGNI

Courses Taught (Four semesters prior to current visit):

- ARCH 51000 Advanced Studio, Sp. 2024, F22
- ARCH 11100 Core Studio 1, F 2023, F 2022

Educational Credentials:

Dottore in Architettura, Facolta' di Architettura Politecnico di Milano, 1986

Teaching Experience:

- Professor, City College of New York, CUNY, 2021-present
- Associate Professor, City College of New York, CUNY, 2008-2021
- Professor, Museography at Politecnico di Milano, School of Architecture, 2004-2008
- Assistant Professor, Federal Institute of Technology (ETH), Zurich, 1997-1999

Professional Experience:

- Principal, Studio Terragni Architetti, Como, Italy, 1993-present.
- D,R,A,W. (Design, Research, Architecture, Writing), Brooklyn, NY 2012-present.
- "Legacy City Design Assembly", advisory group (The J. Max Bond Center, CCNY, American Assembly, Columbia University), 2014-present.
- The "Canada Council for the Arts" to select Canada's exhibition team for the Venice Architecture Biennale, 2014, and Albania Government to select Albania's exhibition team for the Venice Architecture Biennale 2016.
- "YAP MAXXI," Adviser to a program promoting and supporting young architects, in partnership with MoMA and MoMA PS1, Rome/NewYork.
- Giuseppe Terragni Study Center and Archive, Como, Italy, Head Archivist, 1990-2004.

Licenses/Registration:

- Architecture License, Italy
- European Union Registered Architect

Selected Publications and Recent Research:

- Installation, "In Prospettiva," at the exhibition Stanze, Altre filosofie dell'Abitare, Triennale di Milano, 2016.
- Gaps: Maps, Thresholds and Breaks in the Architectural Design of Elisabetta Terragni. Nodo Libri, Milan, 2015
- Elisabetta Terragni, "What's on the Face of a Coin," *Perspecta, The Yale Architectural Journal* No. 47, Spring 2014.
- "Quanto di quello che abbiamo fatto va bene? How much of what we did is good?" Architettura Guerra e Ricordo, ENGRAMMA, la tradizione classica nella memoria occidentale, n.113, January- February 2014 [www.engramma.it]
- "Erasmus Effect. Architetti italiani all' estero / Italian Architects Abroad," MAXXI Museum, Rome, 5 December 2013-27 April 2014.
- Research and project to transform a Former Military Base in Albania into a Museum of the Cold War,
 2011-present

Professional Memberships:

Ordine degli Architetti della Provincia di Como, n. 825



Name: CHRISTIAN VOLKMANN

Courses Taught (Four semesters prior to current visit):

- ARCH 35101 Core 5 Studio, F 22, F 23
- ARCH 51000 Advanced Studio, Sp 24
- ARCH 245s01 Construction Technology 1, Sp 23, Sp 24
- ARCH 35501 Construction Technology 2, F 22, F 23
- ARCH 61560 Topics in Technology: Under the Stairs: Design-Build, F23

Educational Credentials:

M.Arch., Swiss Federal Polytechnic University Zurich (ETH), 1992

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2008-present
- Adjunct Faculty, City College of New York, CUNY, 2005-2008
- Adjunct Faculty, Rhode Island School of Design, Providence R.I., 2002-2008

Professional Experience:

- Principal, aardvarchitecture LLP, New York, 1998-present
- Principal, 108 W123 LLC Design-Build Development, New York, 2017-present
- Project Architect/Project Manager, Selldorf Architects LLC. New York, 1997-1999
- Project Manager, M.Campi & F.Pessina, Lugano (CH), 1992-1997
- Part-time Employee, J.P.Kleihues, Berlin, Germany, 1987-1988

Licenses/Registration:

- Architecture License, New York State, 2009
- NYC Construction Superintendent License
- NYC Special Inspector Licenses (various)

Selected Publications and Recent Research:

- The Solar Roofpod: Prototyping Architecture. Oscar Riera Publishing, 2013.
- "Configuring Architectural Education Beyond an Academic Context." In *Architecture Live Projects:* Pedagogy into Practice. Londong: Routledge, 2013.
- "Teaching Tectonics," "Prototyping Architecture Learning how to manufacture things," in BTES Proceedings, July, 2013.
- "Prismatic louver active façades for natural illumination and thermal energy gain in high-rise and commercial buildings." In SPIE 8883 Proceedings, ICPS 2013, Int. Conference on Photonics Solutions, July, 2013.
- "The Ultimate Urban Makeover," Stephen Crafti, The Images Publishing Group; 2/2007
- "Park Place," Jeannie Rosen, pp. S20-24 Interior Design, New York; 9/2006
- "Small Space, Big Style" (episode 405), HGTV Feature, 'Deep Focus' Apartment; 8/2006
- "Connotative scene," Space Magazine, Binfen Publishing House, Beijing, China; 4/2006

- Society of Building Science Educators (SBSE)
- Building Technology Educators' Society (BTES)
- Association of Licensed Architects (ALA)



Name: LAURA SARA WAINER

Courses Taught (Four semesters prior to current visit):

- ARCH 23000 Core Studio 3, F 22, F 23
- ARCH 51000 Advanced Studio, Sp 23, Sp 24
- ARCH 51550/61550 Topics in Design & Methods: Design in Urban Scarcity, Sp 24

Educational Credentials:

- Ph.D., Urban and Regional Planning, Massachusetts Institute of Technology, 2022
- M.S., International Affairs, The New School University, 2015
- B.A., Architecture and Urbanism, Universidad de Buenos Aires, 2008

Teaching Experience:

- Assistant Professor, City College of New York, CUNY, 2022-present
- Adjunct Professor, Public Policy School, Universidad Torcuato Di Tella, 2020-2022
- Teaching Fellow, Department of Urban Studies and Planning, Massachusetts Institute of Technology, 2018-2019
- Lecturer, School of Public Engagement, The New School University, 2014-2018
- Adjunct Professor, School of Architecture, Universidad de Buenos Aires, 2008-2013
- Adjunct Assistant Professor, School of Architecture, Universidad de Buenos Aires, 2006-2008

Professional Experience:

- Senior Consultant and Curator, Inter-American Development Bank, 2018-2022
- Curator and Researcher, MIT Center for Advanced Urbanism, 2016-2018
- Senior Consultant, World Bank Group, 2021
- Senior Consultant, International Growth Centre, Oxford University, 2016-2017
- Urban Designer, National Secretariat of Territorial Planning, Argentina, 2013-2014
- Architect and Partner, DLW Architects, 2001-2008

Licenses/Registration:

• College of Engineers, Buenos Aires, Argentina

Selected Publications and Recent Research:

- Wainer, Laura Sara, and Lawrence J. Vale. "Wealthier-but-poorer: The complex sociology of homeownership at peripheral housing in Cartagena, Colombia." *Habitat International* 114 (2021): 102388.
- Wainer, Laura Sara. "Politics by design: Who gets what reflected in competing design ideals in South Africa's low-income housing production." *City* 23, no. 4-5 (2019): 505-523.
- Wainer, Laura Sara. "A Look at Housing Affordability: From a Design Perspective." Global Housing Watch Newsletter: The Unassuming Economist (May 2018).
- Gutman, Margarita, and Laura Wainer. "Anticipaciones Urbanas en la Región Metropolitana de Buenos Aires. Derivas de los Instrumentos Disciplinares (1990-2014)." *Cuestión Urbana* 4 (2018).
- Buckley, Robert M., Achilles Kallergis, and Laura Wainer. "The emergence of large-scale housing programs: Beyond a public finance perspective." *Habitat International* 54 (2016): 199-209.
- Buckley, Robert M., Achilles Kallergis, and Laura Wainer. "Addressing the housing challenge: avoiding the Ozymandias syndrome." *Environment and Urbanization* 28, no. 1 (2016): 119-138.

- SPURS Fellow, Special Program for Urban and Regional Studies at MIT
- Politica Urbana Argentina
- Colectivo Urbano, FADU, Universidad de Buenos Aires



Name: SEAN WEISS

Courses Taught (Four semesters prior to current visit):

Chairperson of the Architecture Department, City College of New York, CUNY, 2022-present

Educational Credentials:

- Ph.D., Art History, Graduate Center, City University of New York, 2013
- B.A., Honors in Art History, Vassar College, 1997

Teaching Experience:

- Associate Professor, City College of New York, CUNY, 2020-present
- Assistant Professor, City College of New York, CUNY, 2013-2020
- Lecturer, Art Department, Colorado College, Fall 2012
- Lecturer, Department of Fine and Performing Arts, Baruch College, CUNY, 2011-2012

Selected Publications and Recent Research:

• Essays:

- "Making Engineering Visible: Photography and the Politics of Drinking Water in Modern Paris."
 Technology and Culture 61: 3 (July 2020): 740-771.
- "Introduction: Cities on Paper: On the Materiality of Paper in Urban Planning." Co-authored introduction to a co-edited special section of *Journal of Urban History* 46:2 (March 2020): 239-247.
- o "'The Dravert Affair': Paperwork and the Administration of Negligent Street Maintenance in Modern Paris." *Journal of Urban History* 46:2 (March 2020): 289-309.
- "Paris." In Oxford Bibliographies in Architecture, Planning, and Preservation, edited by Kevin D.
 Murphy. New York: Oxford University Press, 2020.
- "Between Social Engagement and Neoliberalism." In Non-Standard Architectural Productions:
 Between Aesthetic Experience and Social Action. Edited by Sandra Löschke, pp. 235-252. London:
 Routledge, 2019.

Book Reviews:

- "Book Review of Esther da Costa Meyer, Dividing Paris: Urban Renewal and Social Inequality, 1852-1870." JSAH 83:2 (June 2024): 240-242.
- "Book Review of Paul Dobraszczyk and Peter Sealy, eds. Function and Fantasy: Iron Architecture
 in the Long Nineteenth Century," JAE Online (February 2020).
- "Book Review of Martin Bressani, Architecture and the Historical Imagination: Eugène-Emmanuel Viollet-le-Duc, 1814-1879," JSAH 76:2 (June 2017): 245-248.

• Recent Conference Papers:

- "Of Kennels, Species, and Entangled History," Badgering Architecture Symposium, University of Rochester, Rochester, NY, May 2024.
- "Interspecies Materialities and the Architecture of Kennels in Eighteenth-century Britain,"
 College Art Association Annual Conference, Chicago, IL, February 2024.
- Session Chair, "Architecture and Interspecies Relations," Society of Architectural Historians Virtual Conference, September 2023.
- "Dogs to Remember: Commemorating Companion Species in Georgian England," Animal Modernities Conference, Dartmouth, Hanover, NH, October 2022.
- "Kennels: Producing Healthy Animal Bodies in Georgian England," Society of Architectural Historians 75th Annual Conference, Pittsburgh, PA, April 2022.
- "Infrastructural Ephemerality and Photographic Monumentality in Late-Nineteenth-century France," European Architectural History Network International Meeting, Online, June 2021.
- "Documenting Urban Change as a Civil Wrong: A Case of Photographic Evidence in the Construction of the New York City Subway," College Art Association Annual Conference, Chicago, IL, February 2020.



Name: JUNE WILLIAMSON

Courses Taught (Four semesters prior to current visit):

- ARCH 62100: Architecture Studio 1.2, Sp 2023, Sp 2024
- ARCH 35302: Site Technology / ARCH 73500: Site Design, F 2023

Educational Credentials:

- M.U.P., Urban Design, The City College of New York, CUNY, 2005
- M.Arch., Massachusetts Institute of Technology, 1994
- B.A., Yale University, 1989

Teaching Experience:

- Professor, City College of New York, CUNY, 2021-present
- Visiting Professor, University of Arizona, Fall 2022
- Chairperson of the Architecture Department, City College of New York, CUNY, 2019-2022
- Associate Professor, City College of New York, CUNY, 2008-2021
- Adjunct Associate Professor, Columbia University, 2008

Professional Experience:

- June Williamson Architecture & Urban Design, NY, 2003-present
- Cooper Carry Inc., New York, NY, 2006-2007
- Mary Miss Studio, New York, NY, 2005-2006
- Anshen + Allen Los Angeles (now, CO Architects), CA, 2001-2003
- Prescott Muir Architects, Salt Lake City, UT, 1998-1999

Licenses/Registration:

- Architecture License, New York State
- NCARB Certified
- LEED Accredited Professional

Selected Publications and Recent Research:

- Books:
 - Case Studies in Retrofitting Suburbia: Urban Design Strategies for Urgent Challenges. With Ellen Dunham-Jones (Hoboken: John Wiley & Sons, 2021).
 - o Designing Suburban Futures: New Models from Build a Better Burb (Island Press, 2013).
 - o Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs. With Ellen Dunham-Jones (Hoboken: John Wiley & Sons, 2008, updated edition 2011).
- Articles and Book Chapters (selected):
 - "Dead and Dying Shopping Malls, Re-inhabited," with Ellen Dunham-Jones, AD: Loose Fit Architecture: Designing Buildings for Change, 87:5, September-October 2017: 84-91.
 - "The Once and Future Shopping Mall: Retrofitting Suburbia for 21st Century Challenges" in Vera Simone Bader and Andres Lepik, eds., *World of Malls: Architectures of Consumption* (Pinakothek der Moderne, catalog published by Hatje Cantz, 2016).
 - "Urban Design Tactics for Suburban Retrofitting" in Emily Talen, ed., Retrofitting Sprawl:
 Addressing Seventy Years of Failed Urban Form (University of Georgia Press, 2015).

- Member, NAAB Architecture Review Committee, 2024
- Member, ACSA, Second Vice President, 2024; Director-at-Large, 2018-21
- Member, AIA New York Chapter, Public Director, 2021, Oculus Committee, 2023-25
- Fellow, Urban Design Forum



Name: ZIHAO ZHANG

Courses Taught (Four semesters prior to current visit):

ARCH 85101 Advanced Studio, F 23

Educational Credentials:

- Ph.D., School of Architecture, University of Virginia, 2021
- M.L.A., School of Architecture, University of Virginia, 2016
- B.Eng., Beijing Forestry University, 2013

Teaching Experience:

- Assistant Professor, City College of New York, CUNY, 2021-present
- Lecturer, Landscape Architecture, University of Virginia, 2019-2021
- Teaching Fellow, Landscape Architecture, University of Virginia, 2017-2019

Professional Experience:

- Co-founder, OSE Office of Speculative Ecologies, 2023-present
- Member and co-chair of ASLA-NY Climate Action Committee, 2023-present

Selected Publications and Recent Research:

- Book Chapters:
 - Zihao Zhang and Shurui Zhang. (Forthcoming). "Before the After: Representing Climate Actions in the Age of Al." In *Representing Landscapes: Visualizing Climate Action*, ed. Nadia Amoroso. Routledge.
 - Cantrell, Bradley, Zihao Zhang, and Xun Liu. 2021 "Artificial intelligence and machine learning in landscape architecture." In *The Routledge Companion to Artificial Intelligence in Architecture*, ed. Imdat As and Prithwish Basu.

• Journal Articles:

- Zhang, Zihao, Susan L Epstein, Casey Breen, Sophia Xia, Zhigang Zhu, and Christian Volkmann.
 2023. "Robots in the Garden: Artificial Intelligence and Adaptive Landscapes." *Journal of Digital Landscape Architecture* 8–2023: 264–72.
- Zhang, Zihao, and Shurui Zhang. 2022. "Mapping Landscape Architects' Expertise in Climate Adaptation with Design Research Projects Over the Past Two Decades." *Landscape Architecture Frontiers* 10 (2): 71–81.
- Zhang, Zihao. 2022. "Post-Digital Landscape and Post-Digital Culture." Journal of Digital Landscape Architecture 7–2022 (June): 26–35.
- Zhang, Zihao, and Bradley Cantrell. 2021. "Cultivated Wildness: Towards Technodiversity and Wildness in Machines" *Landscape Architecture Frontiers* 9 (1): :52-65.
- Zhang, Zihao, and Xun Liu. 2020. "Control and Uncertainty: Towards a Paradigm of Prototyping."
 Landscape Architecture Frontiers 8 (4): 10–25.
- Zhang, Zihao. 2020. "Cybernetic Environment: A Historical Reflection on System, Design, and Machine Intelligence." *Journal of Digital Landscape Architecture* 5–2020: 8.
- Zhang, Zihao, and Ben Bowes. 2019. "The Future of Artificial Intelligence (AI) and Machine Learning (ML) in Landscape Design: A Case Study in Coastal Virginia, USA." *Journal of Digital Landscape Architecture* 4–2019: 2–9.
- Cantrell, Bradley, and Zihao Zhang. 2018. "A Third Intelligence." Landscape Architecture Frontiers 6 (2): 42–51.

Professional Memberships:

• ASLA Member, New York Chapter