

ARCHITECTURE PROGRAM REPORT

Bachelor of Architecture Professional Degree Program



NEW YORK INSTITUTE OF TECHNOLOGY

School of Architecture and Design

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I. Institutional Support and Commitment to Continuous Improvement

PART ONE (I): SECTION 1 – IDENTITY & SELF-ASSESSMENT

I.1.1 HISTORY AND MISSION

I.1.1.a Institution Mission and Founding Principles

New York Institute of Technology (NYIT), a non-profit, independent, private institution of higher education founded in 1955, offers undergraduate, graduate, and professional degrees in more than 90 fields of study, including architecture and design; arts and sciences; education; engineering and computing sciences; health professions; management; and osteopathic medicine. From just nine students attending classes in one New York City building in 1955, NYIT now enrolls more than 15,000 students in seven academic schools at its Old Westbury, N.Y., and Manhattan campuses and at a variety of other domestic and international locations. To date, 85,000 students have graduated from NYIT.

For the most part, NYIT's growth has been mission-related and responsive to changes in the region's demographics and the demand for new expertise in the work force.

NYIT's mission is:

- To provide career-oriented, professional education;
- To offer access to opportunity to all qualified students; and
- To support applications-oriented research that benefits the larger world.

NYIT's current leadership is committed to continuing transformation of NYIT into a 21st-century university, a concept that will undoubtedly take on different meanings in the decades ahead. To guide future growth and change, in 2005-2006 NYIT conducted a comprehensive strategic planning process called *NYIT 2030*, articulating its vision for the long-term future. *NYIT 2030* places the New York campuses as the hub in NYIT's drive to become a leading 21st-century global university. NYIT has made a conscious choice to simultaneously invest in domestic programs and facilities and strengthen its presence abroad as the way to transform the university into an organization that will continue to attract quality students, faculty and staff. Rolling five-year plans chart near-term objectives, a "2030 Scorecard" sets targets and reports outcomes, and annual operating and capital budgets support agreed-upon strategic priorities

Strategic Planning: www.nyit.edu/planning/strategic_planning

A distinctive feature of NYIT is a focus on technology, in part, because of its name and the fact that many of its programs relate to technology or employ technology in innovative ways in other fields. NYIT played a key role in the development of 3-D computer animation. In the 1980s, the NYIT Computer Graphics Lab was one of the top computer graphics research and development groups in the world. Many of the original CGL team now form the elite of the computer graphics and technology world with members going on to Silicon Graphics, Microsoft, Cisco, NVIDIA, and others, including Pixar President Ed Catmull, Pixar co-founder and Microsoft Graphics Fellow Alvy Ray Smith, Pixar co-founder Ralph Guggenheim, Walt Disney Feature Animation Chief Scientist Lance Williams, Dreamworks animator Hank Grebe, Netscape and Silicon Graphics founder Jim Clark (James H. Clark), Microsoft Graphics Fellow Jim Blinn, Thad Beier, Andrew Glassner, and Tom Brigham. Systems programmer Bruce Perens went on to co-found the Open Source initiative.

Another distinctive feature of NYIT is its global presence — currently offering programs at international locations in Canada, China, and the Middle East. NYIT's global presence is not simply a series of auxiliary activities, but rather a vital and integral aspect of its overall structure. These programs are central to NYIT's mission, by providing broader access to opportunity for many more students. As NYIT reinvents itself into a 21st-century university, it strives to become a truly global institution, with ideas, research, and academic discourse flowing both from New York to its international locations and from the rest of the world to New York through both virtual and physical exchanges.

There is a strong commitment to quality reflected in both the academic programs and administrative functions— as well as in the people (students, faculty, and staff) who make up the NYIT community. Providing students with a high-quality education is not simply an idealized goal, but is essential for an institution that provides professional and career-oriented programs.

I.1.1.b Program Mission and Founding Principles

School of Architecture and Design Mission

The Mission of the School of Architecture and Design is to provide a design and technology based 21st century professional education that enables leadership in the profession and within the community.

The School of Architecture and Design established what is defined as three Core Values, or specific educational aspirations, that guide the approach of the School. The Core Values are *Design Intelligence*, *Building Technology*, and *Leadership*.

Design Intelligence refers to broad based skill and intellectual rigor earned by completing a challenging curriculum in design that emphasizes individual creativity, an appreciation of history, culture, and the contributions made by architects to the art and science of building.

Building Technology establishes the importance placed by the School on technology as a part of education in architecture and is made manifest in a well-developed curriculum in structures, environmental systems, sustainability and building construction. Course work is often carried out with hands-on exercises.

Leadership is an attribute of character that the School aspires to instill in students and is cultivated in many aspects of their education, including the inclusion of program-wide team projects that demand cohesive interaction and establishment of clear organizational structures to achieve project goals. Leadership is also developed through the holistic and ethical foundations of the NYIT education experience. The School actively participates in international initiatives where student self confidence is acquired by working in collaboration with other institutions.

Program History

The history of the School of Architecture and Design has been closely associated with the development of the university since its inception. The Architectural Technology Department was separated from the Mechanical Engineering Department in 1963 when the college began operations at the Old Westbury campus. Since then the program has enjoyed continuous growth. From that time, curricula leading to the two-year Associate in Applied Science degree and the four-year Bachelor of Science in Architectural Technology degree were offered.

During the summer of 1971, courses and programs in the Arts at NYIT were restructured to form the Division of Architecture and the Arts. In addition to architecture, this Division included the fine arts curricula in painting, sculpture, and graphic design, and the curricula in interior design, advertising design, and communication arts. In January 1973, the Board of Regents of the State of New York, in response to the perceived university need for a professional degree program, authorized NYIT to offer a five-year architecture program leading to the Bachelor of Architecture. The degree path was implemented as an option in the third year of the existing four-year curriculum following the pre-accreditation visits of 1975 and 1976. The School was accredited to award the professional degree in 1978. From 1978 onward, all students accepted directly by the School to study architecture are first admitted to the four-year Bachelor of Science in Architectural Technology degree program and subsequently apply for entrance into the Bachelor of Architecture program.

In the spring of 1978, the concept of *Centers of Instruction*, which emphasized career-oriented education, was introduced at NYIT. In the fall of 1978, the divisional organization of Architecture and the Arts was

replaced by two new Centers. The Media and Arts Center absorbed all the arts, interior design, and communication arts curricula, while the Center for Architecture offered an exclusively architectural curriculum. With this administrative reorganization, all instructional programs at NYIT were headed by a Director. In 1986, the word “Center” was changed to “School”, the name of its administrative head was changed from “Director” to “Dean”, and “Associate Directors” became “Chairpersons”. All functions and duties remained the same. From 1983 to 2006, The School of Architecture offered courses at our three New York campuses: Manhattan, Old Westbury, and Central Islip. NYIT made the decision to close most of its classes at its Central Islip location in 2006 to better focus its resources.

In 1991 the School of Communication Arts was disbanded, and the Department of Fine Arts, including Fine Arts, Graphic Arts, and Interior Design were rejoined with the School of Architecture to become the School of Architecture and Fine Arts. In 1995, the School was again reconfigured to offer degrees in architecture and interior design.

The Bachelor of Fine Arts in Interior Design program gained professional accreditation from the Foundation for Interior Design Education Research (FIDER) in 1984. FIDER was renamed CIDA and the Interior Design Program currently possesses CIDA accreditation status. The Interior Design program offers courses at Old Westbury and shares space with both the architecture program in Education Hall and the fine arts program in the nearby Midge Karr Building. In 2010 The School of Architecture and Design realigned its foundation courses to facilitate greater interdisciplinary/collaborative alignment with the BFA in interior design, the BARCH and BSAT degrees.

The Board of Regents of the State of New York authorized the offering of a post- professional Master of Architecture in Urban and Regional Design in 1997. This program is offered at the Manhattan campus and is comprised of a three-semester, 36-credit curriculum, focusing on the issues of metropolitan and regional design.

The administration of the university and that of the School of Architecture and Design continues to evolve. In September 2000, the Board of Trustees appointed the former Vice President for Academic Affairs, Dr. Edward Guiliano, to be the President of the university. With the appointment of Dr. Guiliano and the recruitment of Dr. Richard Pizer as Provost, the university demonstrated its continued commitment to academic advancement and growth as well as a renewed commitment to the quality of academic services and support of the university faculty.

In February 2001, following a national search, NYIT president Edward Guiliano appointed Judith DiMaio, then an associate professor at Yale University’s School of Architecture and the director of the undergraduate major in Architecture at Yale College, as dean of NYIT’s School of Architecture and Design.

The School of Architecture and Design is, in many respects, in the best position it has been in its history. Enrollment has increased since the last accreditation period. Accomplished adjunct and full-time faculty are infusing the classrooms and curriculum with new, invigorative levels of expertise. We collaborate on projects with many external partners including other universities, community groups, government officials, professional associations and interdisciplinary partnerships. Our Advisory Board is made up of world-class leaders in the profession who provide valuable advice and guidance. Our students and faculty receive awards, invitations to lecture or consult, and have even been invited to testify before the U.S. House of Representatives on the importance of renewable energy. Alumni participation has risen to record levels.

I.1.1.c Activities and Initiatives that demonstrate the program’s benefit to the institution through discovery, teaching, engagement, and service

Community Service: Service to community is visible in the School’s external joint collaboration projects with the AIA Regional Urban Design Assistance Team (R/UDAT) on the Staten Island waterfront (Design V), on the Coney Island Waterfront Brooklyn (Design V), and in the village of Port Jefferson (Design IV) and Freeport, Long Island (Design V) studio projects. The Castelmare, Italy (Design VII and VIII) and

Potsdam (Design VII and VIII) studios are international examples of community service. For example, the Freeport Community (Design V) Studio took place in the fall of 2009. As a result of this studio, faculty and students met the Director of the PAL boxing program in Freeport (the non-profit PAL boxing program provides an after-school athletic and academic program for troubled Freeport teens, and has produced several Golden Gloves champions and Olympic contenders). The program was in need of upgraded and expanded facilities and our students proposed that they form a group to help design and build a new PAL boxing facility. Working in teams of three, students developed designs for the project, with a competition to decide the winning scheme. The students and faculty advisors Giovanni Santamaria and Janet Fink volunteered for this on-going community project in an effort to nurture a climate of civic engagement and a commitment to professional and public service and leadership.

PAL boxing: http://www.nyit.edu/index.php/architecture/announcements/community_service_learning_project_with_pal_boxing/
 AIA R/UDAT: <http://www.aia.org/aiaucmp/groups/aia/documents/pdf/aia078002.pdf>
 Staten Island: http://www.silive.com/northshore/index.ssf/2008/09/can_they_work_wonders_on_state.html
 Freeport: <http://www.freeportny.com/index.aspx?NID=461>
 Port Jefferson: http://iris.nyit.edu/~tnauheim/Sustainable_NYIT/news.htm

Competitions: The faculty and students of the School regularly participate in local and international competitions which often bring local and international media attention to the university. Some recent examples include student Henry Jones who submitted his team's Design V Studio Coney Island team proposal to the "Municipal Art Society Coney Island ideas competition" or student Jiyoun Kim's first place prize in the "AIA Young Architects Forum/Committee on Design Ideas Competition" or the "Build a Better Burb competition" where SOAD Faculty member Tobias Holler, Alumni Ana Sera and Student Katelyn Mulry were selected as finalists.

AIA YAF/COD: http://blog.aia.org/yaf/2010/06/ideas_competition_recipients_announced_at_aia_national_conventio.html
 BBB NY Times: <http://www.nytimes.com/2010/07/11/realestate/11lizo.html>
 BBB Vimeo: <http://vimeo.com/13052474>
 Coney Island: <http://www.flickr.com/photos/masnyc/sets/72157612562191426/detail/>

Design Expertise: A distinctive feature of the School of Architecture and Design is the broad based skill set students accumulate through the rigor of the design studio and technology sequences. The School's design studio sequence is 32% of the BARCH curriculum. The internal design expertise of the School is regularly called upon by the institution in numerous ways including student work being featured on digital media and exhibitions, students and faculty being asked to give input on facilities projects, students and faculty as speakers for NYIT-sponsored conferences, and students and faculty representing the school at community events.

Design Studio: <http://www.youtube.com/watch?v=fMF2VVkBOal>
<http://www.youtube.com/watch?v=gu1BBpLsUgA&feature=related>
http://www.youtube.com/watch?v=_YPNUseYpSo&feature=related
 Structural Design: <http://www.youtube.com/watch?v=fhdx2HTH7to&feature=related>

Global Access: Being known as a global university is part of NYIT's 2030 vision. Today more than ever, design takes place within a global framework. As this framework expands, the knowledge needed to practice is becoming broader and more diverse in scope. To help students think and act creatively and critically as designers within a global framework the NYIT School of Architecture and Design actively pursues international exposure opportunities for our students including study abroad programs, summer abroad programs, international visiting professor programs, and studio projects in distant locations. This type of engagement often involves site-specific interventions in areas of unique opportunity such as Valparaiso Chile, where students worked on a UNESCO World Heritage Site.

- Global Liaisons: Studio projects in foreign locations have included global liaisons with the Universitat Potsdam, Politecnico di Milano, Tongji University and the Universidad de Chile.
- Summer Abroad: The summer abroad programs since the program's last reaccreditation included programs in Spain, the Netherlands, France, Germany, Chile, China, Italy, and Egypt.
- Visiting Professors: The visiting professors included professors from China, France, Italy and Cuba.

Porro Studio Paris: <http://www.youtube.com/watch?v=JX0W29ZrhX0&feature=related>

Chile Studio: http://www.youtube.com/watch?v=XgO59_F8Qbo
Global Gallery: <http://picasaweb.google.com/andrewheid/ValparaisoBook#slideshow/5462602677911369250>
<http://iris.nyit.edu/architecture/gallery.html>

Interdisciplinary Research: Interdisciplinary research is a part of NYIT's 2030 vision. Since the program's last accreditation, the School of Architecture and Design's student-led architecture-build projects have produced "Green Machine Blue Space - Americas first Solar Hydrogen House", "Open House - an open source residence" and "We-Home". These interdisciplinary Solar Decathlon initiatives included collaborations with other academic programs at NYIT including; Engineering, Business and Management, Communication Arts and Culinary Arts. These efforts continue to bring educational dividends and facilitate ongoing public discourse on the benefits of sustainable design and building technology. In 2010 the School renamed this student-led architecture-build program sLAB.

New York Times: http://www.nytimes.com/2007/06/17/realestate/17lizo.html?_r=1
LI News Tonight: http://www.youtube.com/watch?v=e35QqP_QmXA
<http://www.youtube.com/watch?v=VEhqJM1xZa0&feature=related>

Professional-Career Oriented Education: NYIT's 2030 vision is to be known for Career-Oriented undergraduate, graduate and professional programs. As of Oct. 2009, NYIT School of Architecture and Design alumni hold the largest number of active professional architecture licenses (1,177) of any architecture school in New York State.

Student Leadership: The School of Architecture and Design encourages students to develop leadership qualities via student-led initiatives and extracurricular engagements such as those referenced in Sections I.2.1.b.11 and I.2.1.b.12 of this report. Other examples include the 2007-2008 AIAS studio culture task force which produced "Toward an Evolution of Studio Culture" which NYIT AIAS president Evan Lepore (graduated in 2008) helped draft. In 2010, NYIT student Nikolas Batis was the first NYC BARCH school member asked to sit on the AIA New York chapter board. Student leadership was also visible when the NYIT Solar Decathlon team took their quest for true energy independence to Washington D.C., where three student members of the team were invited to testify before a U.S. House of Representatives subcommittee. They encouraged members of the House of Representatives to set a clear national strategy with specific milestones that will lead the country towards a clean and renewable energy economy. The solar house was subsequently donated to the U.S. Merchant Marine Academy, a collaborator on our entry's hydrogen fuel cell technology, at Kings Point, Long Island. The grand reopening of the solar house took place during graduation day at the Merchant Marine Academy where President Bush hosted the commencement. The house was featured in a Discovery/Times documentary, on "This Old House," and in a DIY cable TV documentary, as well as on numerous news broadcasts around the world.

US House Hearings: http://www.fuelcelltoday.com/media/pdf/archive/Article_1055_NYIT%20Solar%20Decathletes%20Go%20On%20to%20Showcase%20Their%20Work.pdf
AIAS Studio Culture: https://www.acsa-arch.org/files/resources/AIAS_Toward%20an%20Evolution%20of%20Studio%20Culture_2008.pdf

I.1.1.d Activities and Initiatives that demonstrate the benefits derived to the program from the institutional setting

Community Service: The University is an active participant in the Metro New York community. The University facilitated the donation of the 2007 Solar Decathlon house to the town of Hempstead Long Island. The house will be used as an administrative office and students and alumni are participating in the evolution of the adjacent energy park.

LI News Tonight: <http://www.youtube.com/watch?v=u6PJnYMXgwQ>

Global Access: The university's global campuses in Amman-Jordan, Abu Dhabi-United Arab Emirates, Manama-Bahrain, Nanjing-China and Vancouver-Canada increasingly provide emerging opportunities for global engagement. The School of Architecture and Design has Interior Design programs in Abu Dhabi (accredited in 2008) and in Bahrain which offer faculty offshore teaching opportunities. For example, Dr. Taha Al-Douri, a past architecture history professor in New York assumed the Chair position in Abu Dhabi for the interior design program and communicates with the department in New York on a regular basis. In

2009, the School of Architecture and Design faculty and students from New York collaborated in an interdisciplinary international competition with NYIT faculty from the Vancouver campus. Also see University-wide events below.

Global Locations: <http://www.nyit.edu/locations/>

Liberal arts core curriculum: In September 2010 NYIT will implement its new “Discovery” core curriculum, intended to provide all undergraduate students with the strong liberal arts foundation that will be needed for professional and personal success in the 21st century. The 38-credit sequence consists of foundation courses (to introduce concepts and subjects in communication and writing, speech, scientific process, information literacy, mathematics, research, and professional communication) and seminars. Seminars share an interdisciplinary approach, active/integrated learning strategies, depth, and difficulty. Faculty (from all NYIT schools) have developed these core seminars and students are able to choose from a wide variety of topics. Learning outcomes are mapped in every course in the curriculum (including major courses) and evidence of mastery will be gathered, evaluated, analyzed, and fed back to the faculty for continuous improvement.

Core Curriculum: http://www.nyit.edu/arts_and_sciences/core_curriculum

Location: NYIT’s campus locations in Old Westbury and Manhattan feature unique and contrasting settings, urban and suburban, which offer students the opportunity to study in two different environments. For example, the Design V Community Design Studio alternates semester-long projects on Long Island and in New York City. Every student in the school has an opportunity to take courses and experiment in these two very different settings, each faculty member has the opportunity to teach in a setting which offers its own unique challenges and issues.

Old Westbury: <http://www.youtube.com/watch?v=x4rJFvYuDGE&feature=related>
Manhattan: http://www.youtube.com/watch?v=Oqlo400d_uU

Mission: The holistic development of young professionals through both liberal arts and practicum-based learning is a central theme in the missions of both the School of Architecture and Design and New York Institute of Technology. This philosophical bond is amplified by the above mentioned new “Discovery” core curriculum which focuses the delivery of educational objectives.

SOAD Mission: <http://www.nyit.edu/architecture/about/mission/>

Multidisciplinary Project Support: The “Green Machine Blue Space,” “Open House,” and “We-Home” Solar Decathlon projects received financial support from NYIT to close the gap between project costs and student fund-raising efforts. The participation of students and faculty from other programs in the university – engineering, management, interior design, communication arts, and culinary arts added much richness to these efforts. Another commitment by the university has been the establishment of a Center for Metropolitan Sustainability, creating a multidisciplinary home (starting in 2009) for future Solar Decathlon projects and the current Smart Space project, effectively promoting integration of new perspectives and insights into the instructional research and service activities.

Center for MS: http://www.nyit.edu/metropolitan_sustainability/

Student, Faculty and Alumni Promotion: The achievements of architecture students and faculty are prominently featured in NYIT’s advertising, videos, magazines and promotional material. It’s “I Graduate” print ads, run in high profile venues such as the *NY Times* and the *Wall Street Journal*. These ads feature architecture students and prominent architects such as Frank Gehry, Richard Meier, and David Childs. The ads have won many awards including one from the SIAA, recognizing creativity and communication accomplishments in the service industry. Both Richard Meier (2009) and David Childs (2005) were honored with honorary degrees at NYIT commencements.

Student: <http://www.youtube.com/watch?v=JdN0it8GRig>
<http://www.youtube.com/watch?v=IC-wnW6ap10&NR=1>
http://www.nyit.edu/magazine/new_ads_connect_students_with_top_execs_winter_2010

Faculty: <http://www.youtube.com/watch?v=1ujEqDYJ28g>
Alumni: http://www.nyit.edu/magazine/winter_2010

University-wide events: In 2010, an interdisciplinary conference sponsored by NYIT (“Think Green”) was held in Nanjing-China. In recent years, the university has also held conferences at the United Nations in New York one on water (2008) and one on energy (2010). Sustainability conferences sponsored by the Center for Metropolitan Sustainability are held each spring at one of NYIT’s campuses. Events such as these reinforce both the missions of the university and School of Architecture and Design.

Think Green: http://www.nyit.edu/think_green/
UN Water Conf.: http://www.nyit.edu/magazine/nyit_energizes_u.n._conference_winter_2010

Work Environment: NYIT is one of the best colleges in the nation to work for, according to a new 2010 survey by *The Chronicle of Higher Education*. The results in *The Chronicle*’s third annual report on “The Academic Workplace,” are based on a survey of more than 42,000 employees at 277 colleges and universities in the United States. Only 97 universities achieved “Great College to Work For” recognition for specific best practices and policies. Results are reported for small, medium, and large institutions, with NYIT included among the large universities (10,000 or more students). NYIT also received an outstanding rating in the category of compensation and benefits, in recognition for offering fair pay and benefits that meet the needs of its employees. In addition to highly competitive financial compensation, among the benefits NYIT offers to full-time employees are non-contributory health and dental insurance, tuition remission, flexible spending accounts, life insurance, and a generous paid time-off policy.

LI News Tonight: <http://www.youtube.com/watch?v=GETC8m0sDAM&feature=related>
Chronicle of H.E.: <http://chronicle.com/section/The-Academic-Workplace/156>

I.1.1.e Description of liberal arts and practicum-based learning program

The integration of theory and practice is crucial to the study of Architecture. It is arguably the discipline which comes closest to the Renaissance phenomenon of combining art and science. Like the other visual arts, the act of making architecture requires the use of the eye, the mind, and the hand. Unlike the other arts, architecture has the functional task of creating built environments for human activity, and becomes an expression of human values. Architecture must not only address issues of making form and space, but also the interrelated physical, social, political, economic and cultural values of the time. The curriculum reflects this breadth of knowledge.

Design is an intellectual exercise and art form. It requires the integration of liberal knowledge and the technology of building. Pedagogically, the design studio provides a project based, experiential learning format which allows students to apply knowledge from all other areas of the curriculum (See Section I.1.1.d Liberal Arts Core Curriculum). The school maintains that the emphasis on design and practicum-based learning within the curricula prepares students for effective participation in the profession and for rendering service to the public.

Diverse course offerings allow students to explore the interrelationships and specializations occurring in the architecture and interior design fields. These courses supported by the foundation and core curriculum, share an interdisciplinary approach. Students define their own goals and career paths based on the knowledge acquired in the classroom and tested through the varied projects in the design studio and technology sequence and other project based courses in the program.

I.1.2 LEARNING CULTURE AND SOCIAL EQUITY

I.1.2.a NYIT Learning Culture

The NYIT School of Architecture and Design strives to provide a positive and respectful learning environment that encourages the fundamental values of optimism, respect, health-related time management, sharing, engagement, and innovation among the members of its faculty, student body, administration, and staff in all learning environments. The school encourages students and faculty to uphold these values as the guiding principles of professional conduct throughout their education and subsequent careers. The foundation of academic work is intellectual integrity, academic freedom, credibility and trust. NYIT has developed a series of contracts, policies and constitutions to insure that all members of the NYIT community understand these principles.

Academic Integrity Policy: A learning community can only be maintained if its members believe that their work is judged fairly and that they will not be put at a disadvantage because of another member's dishonesty. For these reasons, it is essential that all members of the NYIT community understand our shared standards of academic honesty. More than just a series of regulations, the Academic Integrity Policy serves as a guide for students and faculty for understanding these standards and their importance to NYIT.

Academic Integrity: <http://www.nyit.edu/images/uploads/academics/AcademicIntegrityPolicy.pdf>

Code of Responsible Technology Usage: Information owners, both individual and institutional, must make conscious and explicit efforts to state and enforce their expectations of ethical behavior. Information users have an obligation to recognize the information owner's rights in order to protect and preserve their own rights to use that information.

NYIT CRTU: http://www.nyit.edu/images/uploads/campus_life/USS_ComputingCodeUsage.pdf

Constitution of the Student Government Association: The Student Government Association, through its elected representatives, is the NYIT student organization recognized by the university administration as having the responsibility to act on matters that promote the general welfare of the student body.

CSGA: http://www.nyit.edu/images/uploads/campus_life/All-Campus-Constitution-8_21_07-041108.pdf

Faculty Handbook: The Faculty Handbook provides information about all aspects of NYIT and assists faculty in carrying out their professional responsibilities in teaching, research, and service. Links to and web addresses are provided for other NYIT documents, including the Collective Bargaining Agreement and the Academic Senate Constitution.

Faculty Handbook: http://www.nyit.edu/images/uploads/academics/Faculty_Handbook_2008.pdf

NYIT-AAUP Collective Bargaining Agreement: Mutual benefits are to be derived from a continual improvement in the position of the university as an institution of higher learning. The faculty act as advisors in developing educational programs by making recommendations through the Academic Senate to the president.

NYIT-AAUP: http://www.aaupatnyit.org/new_cba.pdf

Student Handbook: The Student Handbook provides information about all aspects of NYIT to assist students.

Student Handbook: http://www.nyit.edu/images/uploads/campus_life/STUDENT_HANDBOOK-2009_2010.pdf

Student Grade Appeal Procedures: The Student Grade Appeals procedures provides for a fair and equitable means of appealing grades.

SGAP: http://www.nyit.edu/images/uploads/academics/Grade_Appeals_Procedures_2009_2010.pdf

I.1.2.b Social Equity

As referenced in many of the above web links, New York Institute of Technology reaffirms its desire to create an environment for all students and employees which is based on ability and performance. To that end, it is the policy of NYIT to administer all of its educational and employment programs and related supporting services in a manner which does not discriminate because of an individual's gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, sexual orientation, or political affiliation.

Equal Employment Opportunity: In compliance with university policy, the NYIT School of Architecture and Design strives to provide faculty, students, and staff with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities.

EEO: <http://intranet.nyit.edu/hr/Resources/EEO/Index.htm> (Internal NYIT web/team room document)

I.1.2.c School of Architecture and Design - Values

The School of Architecture and Design core values of Design Intelligence, Building Technology and Leadership are as outlined earlier (see Section I.1.1.b). Other values such as diversity (see Section I.1.2.e) and equal opportunity (see Section I.1.2.b) are described elsewhere in this report.

I.1.2.d School of Architecture and Design - Studio Culture Policy Statement

In February 2008, NYIT AIAS president Evan Lepore participated in the AIAS studio culture task force which produced the AIAS document "Toward an Evolution of Studio Culture" (see section I.1.1.c Student Leadership). Since that time, NYIT's studio culture continues to evolve. In preparation for the launch of the New NYIT website, the studio culture policy statement underwent a round of revisions in the fall of 2009. A "Town Hall" meeting was hosted by American Institute of Architecture Students (AIAS) on Dec. 10th, 2009, where the AIAS and faculty gave feedback on the ever-evolving policy. The policy places special emphasis on health-related time management, respect for diversity, safety, accountability, and excellence. Professor Nader Vossoughian collected faculty comments and Danielle Romano of the AIAS collected those of the students. The current version of the document was produced and uploaded to the website on Jan. 28th, 2010 as follows:

Architecture is a field of study that requires tremendous passion and dedication. Professors expect a great deal, the workload can be daunting, and the range of skills and abilities one is expected to acquire are immense. The experience can be extremely rewarding, life-changing even, but it can also be stressful. Studio classes can be particularly demanding, "the School is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers."

Herein the NYIT School of Architecture and Design, we will honor everything stated above. However, we will place special emphasis on diversity, safety, accountability, and excellence.

- **Diversity.** Diversity is the cornerstone of the NYIT studio experience. We value reasoned judgment and creative self-expression, as well as differences in ideas and opinions. Students and faculty are expected to treat one another with respect and dignity. Discrimination or prejudicial behavior on the basis of race, ethnicity, sex, or economic background is absolutely unacceptable.
- **Safety.** Personal safety is vital. The stealing or effacement of property that is not one's own may serve as grounds for dismissal or suspension from NYIT. Students and faculty can expect that studio spaces and facilities, from restrooms to computer rooms, will be sanitary and reasonably maintained. Flagrant littering or disrespect of school property will not be tolerated.
- **Accountability.** Professors will clearly outline their expectations in a syllabus handed out at the beginning of the semester. If asked, they will also offer informal grade evaluations to students during the semester. Students are encouraged to participate in faculty committee discussions and deliberations. The faculty and administration are particularly welcoming of involvement and input from the NYIT chapter of the American Institute of Architecture Students (AIAS).
- **Excellence.** NYIT prides itself on the teaching and research skills of its faculty and the intellectual and technical abilities of its students. To this end, students can expect that instructors will be dedicated, responsible, and competent; conversely,

professors can expect that students will appear for classes in a timely fashion, complete assignments when they are due, and simply do the best work they can whenever they can.

The NYIT School of Architecture and Design Studio Culture Statement is a document that will continue to evolve over time. Some values are universal – respect for others' opinions, for instance – while others will grow and change. Bearing this in mind, we encourage continued input from students and faculty on further development of this document.

Studio Culture: http://www.nyit.edu/architecture/about/studio_culture/

I.1.2.e Diversity at the School of Architecture and Design

As referenced in the above Studio Culture Statement, diversity is highly valued at the School of Architecture and Design (also see Section I.2.1.a.1).

Diversity: http://www.nyit.edu/index.php/videos/viewer/diversity_at_nyit/
http://www.nyit.edu/architecture/about/diversity_policy

I.1.3 RESPONSE TO THE FIVE PERSPECTIVES

The School of Architecture and Design seeks to advance architectural education by encouraging scholarly dialogue within teaching, research and interdisciplinary activity and by fostering a public awareness of architectural education through community engagement and service. This advancement is implemented through annual School of Architecture and Design activities and liaisons with other NYIT departments, other universities, practicing architects, alumni, community groups and collateral organizations both in and outside the United States.

In the Boyer Report on architectural education (*Building Community: A New Future for Architecture and Practice*), the author argues for an increased presence of architects in daily American life. At NYIT we also believe that since the core of the profession is public awareness and trust, public engagement is critical (see Community Service Section I.1.1.c).

I.1.3.a Architecture Education and the Academic Community

The faculty, staff, and students at the NYIT School of Architecture and Design make unique contributions to the university in the areas of scholarship, community engagement, service and teaching.

Scholarship: The School of Architecture and Design faculty aspires to teaching excellence. Faculty scholarship is supported through the Office of Sponsored Programs and Research (OSPAR) and through faculty exhibitions, sabbaticals, release time allotments, travel opportunities and financial support to participate in conferences (see Section I.2.1.a.2). Student scholarship is supported through the annual Symposium on University Research and Creative Expression (SOURCE), School of Architecture and Design sponsored travel opportunities and financial support to participate in conferences.

- **OSPAR**

The NYIT Office of Sponsored Programs and Research (OSPAR) assist faculty and administration in obtaining external funding for the advancement of scholarship and research, institutional development, and student services. Toward this end, OSPAR: 1) provides services and resources for identifying funding sources; 2) advises on and facilitates preparation of grant proposals; 3) collaborates with administration and faculty to promote interdisciplinary teams; and 4) works with sponsor agencies and NYIT post-award offices to manage grant funds. OSPAR holds a yearly faculty scholars reception to exhibit the schools research and publication achievements.

OSPAR: <http://www.nyit.edu/ospar/>

- **SOURCE**

NYIT holds an annual Symposium on University Research and Creative Expression (SOURCE) to foster research/creative skills, personal development, and stimulate the exchange of ideas among undergraduate and graduate students.

SOURCE: <http://iris.nyit.edu/source/>

Community Engagement and Service: The Architecture and Design program has the reputation of being one of the most collaborative academic units on campus, forming partnerships with other schools within the university and other institutions, locally and abroad (see Interdisciplinary Research Section I.1.1.c). Community engagement and service is performed as follows:

- **Student-Led Architecture-Build (sLAB)**

The school's student-led architecture-build participation in the Solar Decathlon international competitions in 2005, 2007, and 2011 (see Section I.1.1d.) has evolved into what we now (2010) designate as the sLAB program. As with the Solar Decathlons, the activity created by the constituents contributes significantly to the academic context of the university via community engagement, interdisciplinary collaboration and through offering the potential for student leadership. All are project based service learning opportunities that contribute to, on the part of NYIT, a national discourse on technological sustainable innovation and design. The NYIT sLAB program also vividly displays the benefits of the internal collaborations with the BSAT, interior design, business management, and engineering programs. The sLAB program has the goal of making all projects student-led, service learning, interdisciplinary, and architecture-design-build where faculty act as advisors and coaches. All projects are different but many require that the students get involved in the fund raising aspect of the project. Following the Solar Decathlon model, after a semester-long student charrette which narrows the solution to be developed, the development of these projects takes place in either ARCH 291 or ARCH 294 Special Projects in Architecture. Opportunities to engage a wider audience often emerge as was the case when the 2007 Open Source Solar Decathlon effort was featured on the Open Architecture Network website front page during the competition. All drawings and details of the project were made available to the public.

SD2007: <http://openarchitecturenetwork.org/node/1081>
http://openarchitecturenetwork.org/sites/default/files/active/1/NYIT_SD2007_FLOOR-PLAN.pdf

The results of these collaborations add to the internal discourse of the School via internal and external lectures, panel discussions, exhibitions.

NYIT at the Solar Decathlon 2005

Saturday April 15, 2006, 2-5pm

A presentation by students and faculty representatives.

Moderator: Professor and architect, Robert Allen.

Hosted by the Museum of Arts and Design, 40West 53rd S

Solar Decathlon 2007 "A Discussion"

Thursday, December 6, 2007, 6:30pm

NYIT students and faculty discuss the 2007 Solar Decathlon Project

NYIT Old Westbury Campus, Education Hall, Cafeteria

NYIT at ICFF

International Contemporary Furniture Fair

May 20-23, 2006

NYIT's solar furniture Solar Decathlon 2005.

Jacob Javits Convention Center, NY, NY.

NYIT's Solar Decathlons Exhibited in Ed Hall Gallery

December 2008 – January 2009

Work from 2005 and 2007 solar decathlons exhibition

NYIT OW Campus, Education Hall, Center Gallery

Current NYIT sLAB projects include:

- The Pal Boxing Facility in Freeport Long Island (2009-2010). Faculty advisor Janet Fink.
http://www.nyit.edu/index.php/architecture/announcements/community_service_learning_project_with_pal_boxing/
- Dynasty Financial National Headquarters, where Architecture and Interior Design students designed a prototypical headquarters and branding and identity scheme for a financial services firm in Midtown Manhattan to be constructed in fall 2010. Faculty advisors: Frank Mruk and Martha Siegel.
- MOMMAS HOUSE, a home for young mothers aged 17 to 21 years and their babies. In a cross-discipline gesture, interior design and architecture students decided to volunteer their design skills, along with their sweat equity, to enhance the Glen Cove, NY MOMMAS HOUSE. Students completed a conditions survey, field drawings and developed a design for the renovation. The students participated in the construction which occurred over the January 2010 Intersession. Faculty advisor: Martha Siegel.
- The Intrepid Sea, Air & Space Museum "Aircraft Restoration and Interpretation Facility". The facility has three purposes: 1) To become a focal point for the interpretive and educational programs addressing the restoration and maintenance of the Museum's aircraft collection; 2) To serve as an alternative energy exhibit, it would promote alternative and green energy solutions for a sustainable environment to students and the public; and 3) To reduce Intrepid's own carbon footprint on the environment. Faculty advisor: Jason Hwang.
- The Hostos Dream Project, which students are beginning to develop for a sustainable innovative new education model in the Dominican Republic. Students are developing a school made from shipping containers. Faculty advisor: Michele Bertomen.
- Smart Space: This new planned collaboration between NYIT and the LIHP (Long Island Housing Partnership) is for the design and construction of an affordable 1-2 story wood frame house on a biannual basis. Faculty and students would plan the building, complete the necessary Department of Buildings and LEED certification paperwork, and construct the building under the supervision of the Center for Metropolitan Sustainability, engineering and architecture faculty along with LI Green Building Council members and students. Faculty advisor Matt Altwick.

- Design Studios

Service to community is an important part of the School and is integrated in various Studio classes in the Design studio sequence (see Community Service Section I.1.1.c). Every year ARCH 401 Design V students participate in a project with a local community group. These collaborations contribute external intellectual diversity to both the school and university academic communities, leveraging the resident academic expertise of NYIT faculty.

- Interdisciplinary Conferences

NYIT holds regular interdisciplinary conferences which regularly give faculty and students opportunity to engage with experts from other disciplines from around the world as described in Section I.1.1.c. Some examples include:

- New York: City in Motion (2006)
<http://www.h-net.org/announce/show.cgi?ID=149619>
- Teetering on the Brink (2006)
http://www.copvicia.com/free/ww3/071806_teetering_brink.shtml
- New York City: Global Village (2007)
<http://iris.nyit.edu/~tinaheim/nycgv/>
- Energy Shock, Climate Change, and the Role of Technology (2007)
<http://www.energyshock.org/2007/index.html>
- International Water Conference at the United Nations (2008)
<http://www.maximsnews.com/news20080708nyitconferenceshandling10807080802.htm>
- Energy Shock and Climate Change: Sustainable Solutions for Converging Crises (2008)
http://www.nyit.edu/images/uploads/academics/ENERGY_SHOCK_RGB_FLIER.jpg
- New York: Divided Metropolis (2008)
http://www.nymasa.org/pdf/fall_07_Metro.pdf
- Innovative Technologies and Green Careers (2009)
http://www.nyit.edu/index.php/about_nyit/news-full/nyit_energy_conference_innovative_technologies_and_green_careers/
- Urban Childhoods (2009)
http://iris.nyit.edu/~tinaheim/NYIT_Conference/2009/schedule.html
- World Energy Forum's International Energy Conference at the United Nations (2009)
<http://www.youtube.com/watch?v=FNmk5I7MWu0>
- Engaging Students in the Global Century- Interdisciplinary Symposium (2010)
<http://engagingnyit.com/2010/01/04/call-for-papers-spread-the-word/>
- Think Green (2010)
<http://www.thinkgreen2010.org/>
- Building a Sustainable Future (2010)
http://www.nyit.edu/metropolitan_sustainability/

Teaching: NYIT is committed to the holistic, practical and liberal arts-based education of architects and provides opportunities for all members of the learning community to engage in the development of new knowledge (see Section I.1.1.c).

Architectural Education and the Academic Community Long-Range Planning Goals

Increase national recognition as a multi-disciplinary, design-focused environmentally sensitive design and building technology school, while upholding the institute's reputation as a place to receive a solid professional education. Increase the number of unique contributions that faculty, staff and students make in areas of leadership, scholarship, community engagement, service, and teaching (see Section I.1.5.c.).

Multi-year goals include:

- Goal A.1 Strengthen Profession-based Curricula
- Goal B.1 Advance Opportunities for Interdisciplinary Learning and Research
- Goal B.2 Obtain "Best in Class" Recognition in One or More Core Value Areas
- Goal E.1 Advance Core Values
- Goal E.2 Develop Supportive Environment for Faculty Scholarly Work

http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_1of2.pdf

http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_2of2.pdf



I.1.3.b Architectural Education and Students

NYIT prepares students to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected. NYIT offers a diverse range of support mechanisms for students:

Alumni Events: Friends of the NYIT School of Architecture and Design (FONSAD) is comprised of alumni with a mission to promote a working relationship between the architecture, construction and interior design industries and the students of NYIT's School of Architecture and Design. The group provides assistance in raising money to support specific projects, lectures, scholarships, and programs that benefit the architecture and interior design programs; helps provide input with regard to current trends in the industry; helps identify and promote internships, mentoring and career opportunities for NYIT students; and helps promote and enhance NYIT's American Institute of Architecture Students (AIAS), Interior Design Club (IDC) and Construction Management Association of America (CMAA) programs. The AIAS, IDC & CMAA student organizations have sponsored talks by local architects and have invited FONSAD members to their meetings.

Alumni Events: <http://www.youtube.com/watch?v=UTwqpscwxTM>

Athletics: NYIT students can participate in both intercollegiate athletics and local recreation programs. Student athletes have been recognized for their active involvement in community service with partners such as the Boys & Girls Club, CYO, Ronald McDonald House, and others.

Athletics: <http://www.nyit.edu/athletics/>

Counseling and Wellness Services: NYIT's Counseling Services offer short-term counseling to NYIT students who may be experiencing personal, social, or academic concerns. The Office of Wellness Services oversees immunization compliance and maintains all of the school's immunization records. The Office of Disability Services coordinates all NYIT services pertaining to students with disabilities to foster a barrier-free academic environment. NYIT's Academic Health Care Centers offer health and medical services to students, faculty, staff, and community members in Old Westbury.

CWS: http://www.nyit.edu/health_and_wellness/

Diversity Policy: See Section I.1.2.d, Section I.1.2.e and Section I.2.1.a.1.

Early Warning System: At the end of the first semester, if a student's performance is assessed as still needing improvement, they may be placed on academic probation where they receive enhanced academic supervision and assistance.

EWS: http://www.nyit.edu/apply/first_year_students/first_year_experience/

Honors Programs: The NYIT honors program provides high achieving students an opportunity to showcase and celebrate their academic accomplishments within the university (see Section I.2.1.b.11). More than 120 NYIT freshmen and sophomores are annually inducted into nine national honor societies where they join the ranks of more than 700,000 members nationwide.

Honors Program: <http://www.nyit.edu/academics/honors/honors1.html>

Jump Start Advantage: NYIT offers entering first-year students an opportunity to get a head start on college with the five-week Jump Start summer program, which provides a rich academic, social, and personal foundation in a supportive learning environment.

JumpStart: http://www.nyit.edu/apply/first_year_students/jump_start/

Learning Center: The primary goal of the Learning Center is to provide students with the skills and confidence they need to become independent, self-directed, and goal-oriented learners. A technologically supported facility, the center provides free tutorial support in a broad range of courses.

Learning Center: http://www.nyit.edu/learning_center/

NYIT Academic Advising: Academic Advising is a critical component of the educational experience for NYIT students. It encourages students to develop decision-making skills, to think critically about goals and objectives, and to assume responsibility for their actions and plans. NYIT offers a range of academic advising resources—including faculty advising, the Advising and Enrichment Center—to assist students in making meaningful educational plans that are compatible with their career goals.

Advising: <http://www.nyit.edu/advising/>

NYIT Alcohol Edu: Mandatory for all first-year students, Alcohol Edu is an online alcohol education and prevention program. Completion of Part 1 and 2, including achieving a grade of at least 75 on the Alcohol Edu exam, is a college requirement.

Office of Career Services: The Office of Career Services assists qualified students in obtaining and maintaining both for-credit and non-credit internship experiences and provides job search assistance. NYIT Career Net is an online tool that lists jobs and internships around the world. The office also holds job fairs specifically targeted at architecture students throughout the year.

LI News Tonight: http://www.youtube.com/watch?v=9_-fhoj6dos&feature=related
OCS: http://www.nyit.edu/career_services/

Orientation: NYIT offers orientation sessions for incoming students. Welcome day is traditionally scheduled for one day prior to the start of classes.

Orientation: <http://www.youtube.com/watch?v=9tbh-4Kffd4>

Professional Organizations: Faculty, students and alumni interact and participate actively in the professional community. They regularly attend professional conferences, serve in leadership positions in the AIA, NCARB, USGBC, and similar organizations, and engage in the exchange of ideas with their colleagues. In 2010, NYIT student Nikolas Batis was the first AIAS member asked to sit on the American Institute of Architects New York chapter board. Associate Dean Frank Mruk sat on the same board in 2006 and acted as education director. NYIT faculty member Burton Roslyn served as president of AIA New York State in 2009. Professor Beyhan Karahan served on the NY State Council on the Arts and Architecture program between 2006-2010. Many individuals from the professional community serve as adjunct faculty for design studios and as jury participants (see Section I.2.1.c.2) at various levels. They are also frequent speakers in the professional practice course, where tours and presentations of current practice and management techniques are held in the office environment.

School of Architecture and Design Faculty Advising: During registration periods, each student must meet with a full-time faculty member who reviews the student's transcript, discusses progress through the program, and approves the courses chosen. In addition to the advising done at registration, full-time faculty members maintain office hours for student advising and support throughout the semester. The coexistence of five degree paths within the school, and the fact that the students apply for admission to the BARCH program while in the second year involves detailed discussions about the significance different choices will have on the student's career options after graduation as well continuing education at the graduate level. Through faculty advising and the efforts of the IDP coordinator, externship electives, and through opportunities supplied by the Office of Career Services, BARCH students gain an understanding of the internship process.

SOURCE: NYIT sponsors an annual Symposium on University Research and Creative Expression (SOURCE) to foster research/creative skills, personal development, and stimulate the exchange of ideas among undergraduate and graduate students from all NYIT campuses. Students must apply to participate and presenters may receive one credit towards their tuition along with a certificate of recognition by working with the School on their essay. Architecture student Nick Formickella was selected to present in

2009 and was published in the SOURCE proceedings. Students Gabriel Divone, Ryan Tenney, Justin Paraiso and Chris Sagistano also presented their work in 2009.

SOURCE: <http://iris.nyit.edu/source/>

Student Government & Clubs: NYIT's Student Government Association (SGA) is the official voice of the student body. The SGA advocates on behalf of student interests—academic, cultural, and social. It is charged with working with the college's faculty and administration to improve every facet of campus life. In addition, the SGA oversees the budgeting process for all recognized student clubs and organizations including those specific to the School of Architecture and Design (AIAS, Freedom by Design, NOMA, CMAA, Interior Design Club, Sustainability Club), and supports a variety of campus-wide events.

SGA: http://www.nyit.edu/campus_old_westbury/things_to_do/sga/

Student Social Events: Students and faculty also participate in, and benefit from, a variety of intellectual and social events organized by other parts of the university including musical performances and lectures, social events (picnics, musical event, etc.) organized by Student Government Association, athletic events. Also a film series has been recently initiated by the NYIT School of Architecture and Design and American Institute of Architecture Students (AIAS).

Film Series: <http://newyork.getofftheinternet.net/free/nyit-school-of-architecture-and-design-film-series-cinema--the-image-of-the-city/>

Student Solutions Center: The Student Solutions Center (SSC) is a one-stop enrollment services resource where students can ask questions; take care of registration and financial needs. SSC managers are trained to look at students in a holistic manner, making sure students always have the right information to keep their college careers on track.

SSC: <http://www.nyit.edu/ssc/>

Summer Reading Project: The goal of summer reading is to engage students early in their college experience through campus-wide discussions and debate, and to enhance a sense of community among students, faculty, and staff.

Summer Reading: http://www.nyit.edu/apply/first_year_students/first_year_experience/

Support for Life-Long Learning: Life-long learning is developed by encouraging students' sense of curiosity and the ability to share what they know: in the design studios, through travel, clubs, support networks, NYIT libraries and on special projects. Students participate in faculty research and discuss its relationship to the faculty member's professional work or teaching. The Symposium on University Research and Creative Expression (SOURCE), student driven Pecha Kucha presentations and regular exhibitions of studio work in the school's gallery and website allow students to display their work to the NYIT community. Faculty and alumni participation in the ongoing events of the school make visible the NYIT's support for life-long learning. The School of Architecture and Design has a Life-Long Learning Committee comprised of faculty and students (see Section I.2.2.j).

Architectural Education and the Students Long-Range Planning Goals

To prepare students to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices; and to develop the habit of lifelong learning (see Section I.1.5.c.). Multi-year goals include:

- Goal A.1 Strengthen Profession-based Curricula
- Goal D.1 Strengthen Support for Student Success
- Goal F.1 Improve SOAD Infrastructure

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I.1.3.c Architectural Education and the Regulatory Environment

The program strives to provide a sound preparation for the transition to internship and licensure. During the summer of 2004, the dean appointed Professor Alan Sayles as the school's first Intern Development Program (IDP) education coordinator. Professor Sayles held the position until the summer of 2009 when the dean appointed Professor Beyhan Karahan AIA, a full-time tenured faculty member, as the School's second Intern Development Program (IDP) education coordinator. Professor Karahan keeps up to date on IDP developments by attending the IDP Coordinators Conference (Chicago Aug. 2010) and IDP information sessions at various conferences such as the AIA Convention (Miami June 2010). The Intern Development Program (IDP) education coordinator is responsible for delivery of IDP Information lectures to architecture students in classes, through student clubs and at general informational sessions held in conjunction with the Office of Career Services.

Faculty, AIA or NCARB officials also deliver lectures on the specifics of IDP and the other international, national and state regulatory environmental contexts of professional practice. In recent years, lectures have been delivered by John R. Sorrenti, FAIA (NYIT Alumni), who is a leader in the National Council of Architectural Registration Boards (NCARB); James Fischer of the Royal Institute of British Architects; and Megan Chusid, Venesa Alicea, and Mark Behm of the AIA who promote the IDP program and who have worked on a AIAANY committee with NYIT Associate Dean Frank Mruk to establish a mentoring committee (2007), mentor match program and speed mentoring events at the AIA Center for Architecture. The Friends of the NYIT School of Architecture and Design (FONSAD) group and Long Island College of Fellows also assist in mentoring at the School.

In addition to the IDP program, the School offers three "Externship in Architecture" opportunities, Arch 381, 382 and 383, for students wishing to earn between 1 and 3 academic elective credit (to a maximum of 6) for working in a professional architecture office, gaining first-hand knowledge of professional practice. The Externship program is administered by a full-time faculty member who monitors compliance with the program's criteria and procedures.

The number of practicing architects on the faculty and in the region often makes possible opportunities for students to gain part-time internship positions while going to school. At the upper levels, many students hold part-time positions in architecture practices and as a result, students are aware of the professional registration process through personal experience. IDP awareness is also reinforced in the second year design studios and in Professional Practice classes.

Architectural Education and the Regulatory Environment Long-Range Planning Goals: Increase awareness of NYIT's Intern Development Program (IDP) among all students and set the foundation for a sound preparation for the transition to internship and licensure. Increase understanding of the role of the registration board for the jurisdiction in which students are located. Promote the information needed to enroll in the Intern Development Program (see Section I.1.5.c.). Multi-year goals include:

- Goal A.1 Strengthen Profession-based Curricula

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I.1.3.d Architectural Education and the Profession

The School of Architecture and Design has long enjoyed a positive working relationship with nearby practitioners on Long Island and New York City. While continuing to serve the regional constituency, the School has, since the last accreditation visit, sought to reach out to broader professional and academic communities.

In 2006, Dean DiMaio formed an Advisory Board to the School of Architecture and Design. Thomas Beeby, the Chicago architect and former Dean of the School of Architecture at Yale, has served as Chairperson since that time. Other architects, alumni and industry representatives make up the balance of the board: Carol Bentel FAIA (Bentel and Bentel), Blenda Bochette (Steelcase), Philip Bottega AIA (Societe Generale Corporate and Investment Banking), Deborah Verderame (Verderame Architects), Ted

Moudis (Ted Moudis Associates), Jacqui Passando (Kohn Pederson Fox Associates), Brendalyn Stempel (AIG/BLSD) and Calvin Tsao FAIA (Tsao-McKown Architects). The board provides guidance to the school as well as supporting fund-raising efforts. The creation of the Advisory Board, in conjunction with the ongoing engagement of the local community of practicing architects, strengthens the already strong bond between the program and the profession.

The Friends of the NYIT School of Architecture and Design (FONSAD) represent 34 years of NYIT School of Architecture and Design successful graduates, who are now providing leadership to the design profession and the industry to whom today's students look to for their educational growth and employment (see Section I.2.4.d).

Clubs such as the American Institute of Architecture Students (AIAS), Sustainability Club, Freedom by Design, National Association of Minority Architects (NOMA), Construction Management Association of America (CMAA) or the Interior Design Club offer other vehicles of collaboration to affect change inside and outside NYIT.

NYIT School of Architecture and Design students currently hold the largest number of active professional architecture licenses of any school in New York State. NYIT is continuing its efforts to improve current ARE licensing pass rates through a program of collaboration with the IDP coordinator, NCARB, NYIT student clubs, alumni and local AIA chapters and the Long Island College of Fellows to deliver mentoring services and informational sessions. NYIT Extended Education classes provide ARE and LEED Green Associate test preparation classes.

Architectural Education and the Profession Long-Range Planning Goals: Increase awareness of the ARE exam and increase access to professional alumni and firms. Prepare students to practice in a global economy (see Section I.1.5.c.). Multi-year goals include:

- Goal A.1 Strengthen Profession-based Curricula
- Goal B.1 Advance Opportunities for Interdisciplinary Learning and Research
- Goal C.1 Support Global Educational Opportunities
- Goal F.2 Enhance Professional Connections

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http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_2of2.pdf

I.1.3.e Architectural Education and the Public Good

An explanation of how the program addresses this last NAAB perspective is largely addressed by a composite of the previous four perspectives. Already discussed is the prominence of student collaborative effort in so much of the coursework, the importance of environmental issues and the importance of diversity. Consistent with recommendations in the Boyer Report, students enrolled in the accredited degree program are prepared to be active, engaged citizens in a changing world.

The studio and professional practice courses, as the integrative learning environment, is the best venue to see these issues addressed. A specific example of how the curriculum trains students to understand social and environmental problems as they influence design can be found in Design IV, where urban/regional housing is the semester-long focus. The site chosen for the design problem is typically located in a part of New York City that is undergoing urban change through rehabilitation or renovation. The semester begins with the design of individual prototypical apartment units where issues of social ritual, privacy, and utility are explored. This phase is followed by the study of a contemporary housing precedent, that includes the making of models, drawings, and diagrams that depict the programmatic, structural, circulatory and spatial organization of the subject. The precedent study also involves the assessment of the social issues and energy conservation aspects. Professional Practice prepares students to be responsive to client needs through budgets, schedules, project management and ethics.

Sustainable design practices are reinforced in the curriculum on many different levels. Sustainable design, we believe, is one way of engaging technology in a socially and ethically responsible manner. NYIT's commitment to sustainable initiatives is made visible in the video "Sustainability issues NYIT's past present and future".

Sustainability: http://www.nyit.edu/videos/viewer/green_nyit/

Architectural Education and the Public Good Long-Range Planning Goals: Prepare students to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; to understand budget and schedule implications and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership. (see Section I.1.5.c.). Multi-year goals include:

- Goal A.2 Strengthen the Links between University and Community via Professional Service
http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_1of2.pdf
http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_2of2.pdf

I.1.4 LONG-RANGE PLANNING

I.1.4.a Institutional Planning

The college's strategic plan for the next 20 years—known as NYIT 2030—was published in 2006 and begins with the vision and goals that guided the university since 2000. Development of the plan provided an opportunity for the NYIT community to take stock, identify needed mid-course corrections, and chart a course for the long-run future.

Specifically, NYIT 2030 pursued a dual objective:

- To establish overarching strategies to guide the university as it embarked on its next quarter-century of operations; and
- To chart its course in operational terms for the next five years.

The Development and Adoption of the 2030 Plan

To create the 2030 plan, the NYIT community came together in a participative process and reached conclusions for the common good. More than 200 members of the NYIT faculty, staff, and administration provided significant time and wisdom as members of one or more of the 13 planning groups; hundreds more attended meetings or completed surveys or sent e-mail messages to the Steering Committee. Data were developed, roundtables held, and students and alumni were surveyed and invited to town meetings to express their views. The president provided regular updates to the community and the trustees over the 18-month plan development process. The plan was accepted by the NYIT Academic Senate and NYIT Board of Trustees in May 2006.

A Vision for Accomplishing NYIT's Mission in the 21st Century

The groups working on *NYIT 2030* defined a vision for the future that would be flexible enough to adapt to emergent circumstances and precise enough to provide effective guidance. The following six views were established to be true to NYIT's historic mission while pulling it toward meaningful transformation and building on current strengths.

The NYIT of 2030 should be recognizable in terms of today's institution but at the same time be different in exciting ways:

- Known for its career-oriented undergraduate and unique and distinctive graduate and professional programs;
- Known for its thriving graduate centers featuring interdisciplinary research, degree programs, and "best-in-class" work in a small number of highly targeted niches;
- Known as a global and partially virtual university with NYIT in New York as its quality hub;
- Known as a model student-centered university;
- Known as a leader in teaching with technology; and
- Known as a well-funded institution with dependable revenue from a variety of sources.

The university will maintain main campuses in New York City and Old Westbury with additional campuses and sites in the United States and abroad.

The Implementation of the Plan: Allocating Resources, Tracking Activities and Assessing Outcomes.

Plan Outcomes: At the 30,000-ft. level, there is the strategic plan itself and part of the plan was to create a high-level dashboard (called the “2030 Scorecard” and updated annually) to focus attention at all levels in the university on key priorities. University-level metrics for each strategic goal allow the Board of Trustees and others in university-wide leadership positions to gauge progress and provide the means for integrating performance results (against the plan) with resource allocation decisions. Those same metrics, when disaggregated at the unit (school, department, campus) levels, permit local leadership to track and manage their individual units’ contributions to overall institutional goals. The first scorecard was shared with the Board of Trustees at its December 2009 meeting.

Plan Tracking: At the 10,000-ft. level, there are deliverables and accountabilities, broken down into months and years and tracked using “Project Status Reports” (updated several times per year).” These documents cover one academic year at a time and specify tasks, accountabilities, and timetables and are used by the 2030 Steering Committee to track activities. Administrative processes are in place for assigning responsibility and developing action plans to accomplish plan goals, evaluate accomplishments, and make required adjustments over time.

Resource Allocation: Underlying the five-year operating budget and capital planning effort is the principle that there must be, to the greatest extent possible, direct linkage between NYIT’s financial plans and the anticipated outcome(s) for each institutional goal. This has been and continues to be done – and a key link is the 2030 Scorecard, which, as the high-level tool for tracking outcomes against goals, it is used at the senior level to guide decisions regarding resource allocation.

I.1.4.b Institutional Planning Documents

- Planning Website
<http://www.nyit.edu/planning/>
- Strategic Plan – NYIT 2030 Setting Directions Meeting Challenges
<http://www.nyit.edu/images/uploads/about/NYIT2030-SettingDirectionsMeetingChallenges.pdf>
- 2030 Scorecard
<http://www.nyit.edu/images/uploads/about/2030ScorecardOctober2008.pdf>
- Project Status Reports
http://www.nyit.edu/planning/strategic_planning/status/
- Institutional Assessment Plan
[http://www.nyit.edu/images/uploads/Institutional_Assessment_Plan1_8_09\(1\).pdf](http://www.nyit.edu/images/uploads/Institutional_Assessment_Plan1_8_09(1).pdf)

I.1.4.c Program Planning

School of Architecture and Design faculty, administration and students were involved in the participative process which developed the NYIT 2030 plan. Program planning took place as outlined below:

Strategic Plan: The strategic planning goals and objectives during the time period of the last accreditation are as outlined in the 2004 NAAB APR. Much of the subsequent self-improvement and internal planning effort during the subsequent 2005-2006 period of time was focused on internal improvement in the specific areas identified in the last Visiting Team Report. The results of these efforts were validated on July 21, 2006 when the NAAB formally extended the term of accreditation to a full six year term. The 2004 APR is available in the Education Hall Library.

Tactical Plan: As part of the development process for the “NYIT 2030: Setting Directions, Meeting Challenges Strategic Plan”, the School of Architecture and Design refocused its planning objectives into a 5-year time horizon called the “School of Architecture and Design Tactical Plan”. Discussions were held

with faculty, administration, and members of the student body to collect comments. The School of Architecture and Design started compiling these inputs and objectives into a tactical plan and held a faculty-wide meeting in the 16 West 61st Street lecture hall to collect final comments. The final copy of the tactical plan was produced on April 11, 2007. The plan aligned the School's planning goals with the NYIT 2030 plan and the previous Strategic Plan outlined in the 2004 APR. The plan identified the following multi-year objectives:

- Develop core competency Design
- Develop core competency Technology
- Develop core competency Management (changed to Leadership)
- A max. sustainable short-term growth rate for the BARC program of 4%/year
- Align student population growth with facility and infrastructure growth
- Consider a new NAAB Masters of Architecture program (1st professional Masters degree).
- Produce environmentally sensitive designers and leaders
- Strengthen scholarship and research
- Create new interdisciplinary opportunities
- Strengthen development opportunities
- Strengthen public relations
- Leverage shared resources between programs
- Increase geographic cross pollination
- Use experience to enrich community projects
- Emphasize building as research

Many of the results presented in this APR document are the result of decisions and actions taken by the university and the School of Architecture and Design to implement the 2007 tactical school plan. The Tactical Plan is available on the School Assessment website:

http://www.nyit.edu/images/uploads/planning/2012_Tactical_Plan.pdf

Evolution of the Plans: Beginning in 2008, the School of Architecture and Design focused on feeding continuous faculty and student input into the goals and objectives of the 2007 tactical plan. Opportunity to evolve the plan is vested in the various committees, coordinator positions which represent the resident talent of the school (faculty, administrators and students). Committee and Coordinator reports are available on the NYIT Assessment website:

http://www.nyit.edu/images/uploads/planning/2009-2010_Assessment_report.pdf

To support and communicate and evolve these planning initiatives, the school holds regular assessment day meetings and convocations twice a year and retreats once a year. These are supplemented with student led town hall meetings, faculty meetings, committee and coordinator meetings as outlined in the assessment reports. Some recent examples include:

- | | |
|-----------------------------|---|
| • 4/2008 Faculty Retreat | Topic: Nomenclature, Technology Curriculum and Changes to Core Curriculum |
| • 9/2008 Convocation | Topic: Fall Semester |
| • 1/2009 Convocation | Topic: Spring Semester |
| • 1/2009 Assessment Day | Topic: Comprehensive Design Improvement & Assessment |
| • 9/2009 Faculty Retreat | Topic: Preparing Self-Assessment for Accreditation & Recent Curriculum Changes |
| • 9/2009 Convocation | Topic: Fall Semester |
| • 9/2009 Assessment Day | Topic: Comp. of NAAB + CIDA SPC with NYIT core learning outcomes |
| • 12/2009 Town Hall Meeting | Topic: Studio Culture Policy, Technology and Facilities |
| • 1/2010 Convocation | Topic: Spring Semester |
| • 1/2010 Assessment Day | Topic: Future of Architecture (SOAD strengths/opportunities for future education) |
| • 9/2010 Convocation | Topic: Fall Semester |
| • 9/2010 Assessment Day | Topic: NAAB Site Visit Planning and writing skills |

I.1.5 SELF-ASSESSMENT PROCEDURES

NYIT follows an Institutional Assessment Plan (http://www.nyit.edu/planning/institutional_assessment/) that ensures that programs have the data they need to evaluate important aspects of their success including, e.g., basic statistics with respect to student enrollment, retention, and graduation rates; student satisfaction; post-graduation employment; and employer satisfaction. These statistics are reported for all

programs and locations enabling internal benchmarking. The university office of Institutional Research and Assessment also conducts targeted surveys and other research to respond to questions and concerns of individual programs as needed.

Self-Assessment processes in the School of Architecture and Design are summarized in a manner which sets forth the methods and schedule by which the school measures its standing on six key aspects of success:

- Contribution to NYIT's strategic initiatives
- Progress toward achieving the school's mission
- Accomplishment of multi-year objectives
- Faculty and student views on teaching and learning
- Effectiveness of individual courses
- Effectiveness of student support services

Information from a variety of direct and indirect assessments is evaluated by faculty, administrators and students, often working as committees focused on different aspects of the school's functioning, and used to develop recommendations for improvement.

http://www.nyit.edu/images/uploads/planning/2009-2010_Assessment_report.pdf

I.1.5.a Progress towards Mission

The Mission of the School of Architecture and Design is to provide a design and technology based 21st century professional education that enables leadership in the profession and within the community.

The School of Architecture and Design established what is defined as three Core Values, or specific educational aspirations, that guide the approach of the School. The Core Values are *Design Intelligence*, *Building Technology*, and *Leadership*.

Design Intelligence:

- Evaluation of student learning outcomes in the studio sequence
- Student performance in local and national competitions
- Student acceptance into first tier master's programs

Building Technology:

- Evaluation of student learning outcomes in the building technology course sequence
- Evaluation of student learning outcomes in the visualization sequence
- Evaluation of student learning outcomes in the structures sequence
- New technology tools introduced into the curriculum

Leadership:

- Number of community design projects
- Number of student-led projects
- Faculty and Student scholarships and awards

I.1.5.b Progress towards Multi-year objectives

As indicated above, information on progress made toward multi-year objectives is documented in the following:

- SOAD Assessment Report
 - School of Architecture and Design committee reports
 - School of Architecture and Design coordinator reports
 - Alumni reports

http://www.nyit.edu/images/uploads/planning/2009-2010_Assessment_report.pdf

- School of Architecture and Design - Planning Objectives Progress Report

http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_1of2.pdf
http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_2of2.pdf

I.1.5.c Progress on multi-year objectives since the last visit

2005-2010 Planning Objectives Progress Report: The School of Architecture and Design “2005-2010 Planning Objectives Progress Report” summarizes the school’s accomplishment of multi-year objectives in 2 year increments since the last reaccreditation visit. Per the 2009 NAAB Conditions, the progress has been aligned with NYIT’s strategic goals for 2030 (left-hand column) and with NAAB’s five perspectives (right-hand column). The link is available below:

http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_1of2.pdf
http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_2of2.pdf

I.1.5.d NYIT School of Architecture and Design Strengths

On December 12, 2009 the School of Architecture and Design produced an “environmental scan” that compared the school to other NAAB schools of architecture and design for the purpose of redesigning its new website. Many of the strengths of the school were also identified at a convocation assessment day program held by the School of Architecture and Design on Jan. 10, 2010.

The faculty of the school have identified the following as the strengths of the program:

- Emphasis on sustainability and sustainable technologies
- Holistic synthesis of liberal arts
- Integration of global awareness and experiences throughout the curriculum
- Use of pedagogy that integrates interdisciplinary practice
- The solar decathlon program
- Student diversity
- Engagement with technology

I.1.5.e NYIT School of Architecture and Design Challenges and Opportunities

The faculty and students of the school have identified the following as challenges for the program:

- Program growth in Manhattan requires additional studio space (and the cost of Manhattan real estate is high); the alternative is to cap enrollment.
- Future program growth in Old Westbury will require additional space for growth.
- In New York State, NYIT School of Architecture and Design alumni hold the largest number of Architectural Licenses of any school, but performance on the New York State Architectural Registration Exam could be improved.
- With our rapid growth, infrastructure improvements need to be better aligned with growth.

The faculty and students of the school have identified the following as opportunities for the program:

- Establishment of a NAAB first professional Masters degree program
- Student-led design-build
- Community engagement
- Global Cross Pollination
- Building as research

I.1.5.f Solicitation of Faculty, Student and Alumni views

The views of faculty, students and alumni are solicited in the following ways:

Faculty

- Committee participation affords faculty and students opportunities to exchange views.
- Coordinator meetings allow faculty the opportunity to exchange views on curriculum.
- Faculty meetings, retreats, convocations and assessment day meetings allow faculty the opportunity to exchange views on School issues.

Student

- Faculty advisor sessions allow students to present issues and concerns to advisors.
- Town Hall meetings are scheduled to facilitate communication when issues of importance arise.
- Student evaluations of teaching (semester end). NYIT students complete standardized evaluations at the conclusion of each course (all classes, all terms, and all locations and administered by the office of Institutional Research and Assessment) to provide instructors and their supervisors with information about students’ perceptions of the effectiveness of individual courses and instructors.

- Student evaluations of NAAB criteria (semester end). NYIT students complete standardized evaluations of the successful or unsuccessful meeting of specific NAAB student performance criteria in those classes responsible for meeting NAAB criteria.
- Entering student survey (annual, October). MAP-works survey identifies first-year students who need support and intervention.
- Graduating student survey (annual, January) provides data on student employment, income, further schooling and retrospective information about their experiences at NYIT.
- National Survey of Student Engagement (every 3 years - in rotation with the Noel-Levitz survey) provides benchmarked information about student participation in activities that support learning.
- Noel-Levitz Student Satisfaction Survey (every third academic year – in rotation with the NSSE) provides benchmarked information about the importance students place on a variety of services and their satisfaction with those services
- Targeted student surveys (as needed) focus on student satisfaction with a variety of services; often used to target specific services, subpopulations and/or locations.

Alumni

- The Friends of the School of Architecture and Design alumni group provides informal feedback to the School. Dean and faculty.
- The Advisory Board which includes alumni serves as a vehicle for external feedback on school programs, plans and activities.

Improvement initiatives based on the results of these assessments are summarized in the Planning Objectives Progress Report and described in more detail in the committee and coordinator reports:

http://www.nyit.edu/images/uploads/planning/2009-2010_Assessment_report.pdf
http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_1of2.pdf
http://www.nyit.edu/images/uploads/planning/2005-2010_Objectives_progress_2of2.pdf

I.1.5.g Review and assessment of the focus and pedagogy of the program

The views of faculty, students, alumni and members of the architecture profession are solicited by NYIT in the following ways:

- *Program-level outcomes assessment process.* The Assessment Committee of NYIT's Academic Senate oversees annual assessment of student learning outcomes in all academic programs; indirect measures are developed by the Office of Institutional Research and Assessment. Assessment plans and results are posted on the Assessment web site to facilitate sharing of best practice.
http://www.nyit.edu/planning/outcomes_assessment/academic_assessment/
- *National Survey of Student Engagement* (every 3 years) provides benchmarked information about student participation in activities that support learning.

http://www.nyit.edu/images/uploads/planning/2009-2010_Assessment_report.pdf

I.1.5.h. Institutional Requirements for Self-Assessment and Processes for Assessment of Student Learning Outcomes and Program Improvement

Institutional planning and assessment activities are guided by the following principles:

- NYIT has systematic, coordinated processes overseen by a steering committee and a vice president to set institutional targets, monitor results, and use those results to inform decision-making and resource allocation.
- NYIT has a written and updated Assessment Plan for the university.
- Numerical targets are set within the 2030 Scorecard to measure the effects of the university's strategic plan on key performance indicators.
- A five-year financial planning process links planning with assessment by means of the 2030 Scorecard.

I.1.5.i Assessment of Student Learning Outcomes, Academic Programs

The processes the Institute uses for assessment of student and program learning outcomes are the same processes used to assess pedagogy (see section I.1.5.g above):

- A course level outcomes assessment process.
- A program-level outcomes assessment process.
- A general education and core competency assessment process.
- Administration of the National Survey of Student Engagement (every 3 years.)

The Assessment Committee of NYIT's Academic Senate, has responsibility for oversight of student learning assessment for all academic programs throughout the university. In addition to providing

feedback to Deans and faculty members about their assessment activities and quality improvement plans, the Committee is also formally mandated to prepare an annual report to the Senate, the provost and the president. This report reviews and evaluates the assessment activities of all academic programs, offers recommendations, and proposes changes to policy that strengthen both assessment and data-driven efforts to improve student learning.

Composed of faculty from all of NYIT's academic schools and staff from the libraries and Student Affairs, the committee is chaired by the vice president for planning and assessment. Academic Deans and their designated representatives are *ex officio* members. In addition, the provost, the associate provost, the director for the center for teaching and learning, the Dean of operations, assessment, and accreditation for global academic programs, and the assessment coordinator are members. The institution-wide process provides that:

- Each spring, Deans and program faculty agree on which aspects of their programs will be assessed the following year and how.
- All undergraduate programs also assess core learning outcomes designated by the Assessment Committee to be examined across the university, intended to stimulate conversations about improving general education outcomes among the full range of departments and schools.
- Each fall, Deans and program faculty submit the assessment analysis and results from the prior academic year and an improvement action plan to the Committee; the Committee reviews these documents and provides feedback.

In both reviews, the Committee's goal is to engage program faculty in conversation with Committee members about how well the program is helping students achieve stated learning outcomes.

In the School of Architecture and Design, student learning outcomes assessments are carried out in three basic ways:

- Indirect assessment data such as reports from the National Survey of Student Engagement are considered by the faculty as a whole, in recent years during "assessment days" just prior to the opening of each semester or at faculty retreats where suggestions are made for improvement.
- Direct assessment data based on review and appraisal of student work in relation to course outcomes is generally carried out by course/area coordinators and the faculty in that area. For example, studio coordinators meet briefly with faculty before each studio to discuss progress. They also schedule joint reviews to remain in touch with the work in all studios. Regular faculty meetings are scheduled before and during the semester. All faculty teaching the course are required to attend. At the initial meeting prior to the start of the semester there is a discussion of the results of the previous years course along with an evaluation of the effectiveness of course objectives during that semester. At the meeting, examples of the previous semester's student work are reviewed. The course objectives are discussed. Modifications are made based on the outcomes of the previous semester's student work. During the semester, one faculty meeting is scheduled to discuss the progress of the studio. Modifications are made if it is recognized that all course objectives are not being met.
- Direct assessment data based on review and appraisal of student work in relation to program outcomes is discussed at retreats, convocations, and in Coordinator and Committee meetings where feedback is collected.

I.1.5.j Results of self-assessments

I.1.5.j.1 Results from formal and informal solicitation of faculty, student and alumni views

Faculty

- New BARCH degree credit reductions in anticipation of establishing a first professional Masters Degree Program will be implemented in Fall 2010 semester
- New Student Performance Criteria assessment website implemented and student work uploaded
- Faculty exhibits and lectures continue to increase with recent Amoia and Friedman events, and with Karahan, Campani and Palmore scheduled
- Sponsorship funding for capital improvements to Ed. Hall Gallery has been obtained
- Manhattan and Old Westbury Facilities report produced by the SOAD Facilities Committee
- Technology Hardware and Software report produced by faculty
- Additional NYIT facility space procured on 61st Street Manhattan
- A series of technology workshops were organized (Ecotect, Revit, Rhino)
- New website for the fabrication lab was launched

Student

- New studio space requested (Manhattan 61st Street location procured)
- Additional lockers for storage installed
- Technology improvements implemented with IT department

Alumni

- New alumni sponsored lecture series
- Alumni sponsored student trips to AIAS and AIA events
- Alumni sponsored field trips and class lectures

Combined

- Students Representatives are now required to be invited on all committees (other than SPC)
- All committees are required to submit goals and achievements on a semester by semester basis
- New website launched in March 2010 focusing on web 2.0 media tools
- Staff members were trained in the websites Content Management System
- Blogging and Social Media tools made available to SOAD
- Additional digital Storage Space has been Ordered

I.1.5.j.2 Results for the School of Architecture and Design from the National Survey of Student Engagement (NSSE)

According to its developers, “survey items on the National Survey of Student Engagement represent empirically confirmed ‘good practices’ in undergraduate education. That is, they reflect behaviors by students and institutions that are associated with desired outcomes of college.” NYIT uses the NSSE results to suggest to program faculty areas where student learning can be improved through changes in policies and practices more consistent with good practices in undergraduate education. NYIT administered the NSSE for the first time in 2008 to a sample of undergraduates (freshmen and seniors). A total of 155 students from the School of Architecture and Design responded.

Results showed a high “Level of Academic Challenge” with scale scores of seniors in the top 10% of all NSSE results.

Criteria include:

- Time spent preparing for class (studying, reading, writing, rehearsing, and other activities related to the academic program)
- Worked harder than you thought you could to meet an instructor’s standards or expectations
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more
- Number of written papers or reports between 5 and 19 pages
- Number of written papers or reports fewer than 5 pages
- Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory
- Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences
- Coursework emphasizes: Making judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Campus environment emphasizes spending significant amounts of time studying and on academic work

The school’s results for “Active and Collaborative Learning” were also strong, significantly higher than all other schools at NYIT, and with seniors again scoring in the top 10% of all NSSE. According to the NSSE materials, this scale is based on items that show “Students...intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.”

Active and Collaborative Learning	Architecture	All NYIT - Old Westbury	All NYIT - Manhattan	All NSSE
1 st year students	50	41.1	46.0	42.5
seniors	60.6	53.3	52.7	50.8

Items in the scale included reports that the students:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

I.1.5.j.3 Results for the School of Architecture and Design from the Noel-Levitz Student Satisfaction Survey

The Noel-Levitz Student Satisfaction Survey measures student satisfaction and priorities, showing how satisfied students are, as well as what issues are important to them in the areas of student centeredness, campus life, instructional effectiveness, recruitment and financial aid effectiveness, campus services, academic advising, registration effectiveness, safety and security, and campus climate.

NYIT has administered the survey twice: first in 2005 and again in 2009. The results from the first administration focused university-wide attention on problems in enrollment services, particularly with the perceived inaccessibility and unresponsiveness of the offices of the bursar, registrar and financial aid – consistent across all academic schools and campuses. The area was completely restructured and, in the 2009 administration of the survey, received satisfaction scores on a par with benchmark institutions.

Comparison between NYIT schools showed students in the School of Architecture and Design to have about the same levels of satisfaction as students in NYIT's other schools except in the area of perceived safety and security in Old Westbury (an area of institutional strength otherwise, with NYIT scoring among the top in the nation on this scale). Efforts have been undertaken to improve the situation including: better lighting, more frequent security patrols (particularly in the evening) and installation of a card access system.

I.1.5.j.4 Results from Graduates and Alumni

- Graduating Student Survey results: 21% of respondents intend to go on to Grad. School
- Alumni Activities have been coordinated with the NYIT Development office
- NYIT SOAD has initiated a yearly group reception at the AIA National Convention
- AIA CES credits are offered at all School lectures
- FONSAD (the Friends of the School of Architecture and Design) raised \$60,000 since Nov. 2009
- FONSAD sponsored Robert Ivy, Richard Meier and George Miller lectures
- FONSAD funded AIAS student trip and student travel to Paris (spring 2010)
- FONSAD's Oct. 2009 networking event raised over \$17,000 w/100 people in attendance
- FONSAD initiated many student field trips and office visits
- Established annual FONSAD scholarship (Students Peter Pitzer and Laura Zanghi winners Sp 2010)

I.1.5.j.5 Results from student learning outcomes assessments

- Refer to the SOAD Assessment and Self Improvement Plan Reports
 - School of Architecture and Design committee reports
 - School of Architecture and Design coordinator reports
 - School of Architecture and Design - Planning Objectives Progress Report
- A new digital web interface was designed and implemented to make Student Performance Criteria Work visible to all faculty
- Coordinators are required to assess their areas of responsibility on a yearly basis
- A New NYIT core degree map was designed to be implemented in Fall 2010
- Comprehensive design: redesigned curriculum
- Visualization curriculum: redesigned
- Designed common foundation year; Nomenclature revisions for the first 2 years of the program were implemented to leverage interdisciplinary education
- Summer program offerings have been expanded to include the Netherlands. Architettura Moderna - Atelier Italia Nord, Egyptian Expedition and Netherlands (all fully subscribed)
- Fabrication Lab assessment reports were produced
- Ecology for Architects ARCH 220 established as an introductory elective course to theories and practices of sustainable design

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 HUMAN RESOURCES AND HUMAN RESOURCE DEVELOPMENT

The School of Architecture and Design supports faculty and staff with policies and programs designed to create a positive work environment and nurture professional development. A collective bargaining agreement governs working conditions for faculty members.

I.2.1.a Faculty and Staff

I.2.1.a.1 Diversity Policy

New York Institute of Technology is an equal opportunity employer and complies voluntarily with the concepts and practices of affirmative action. It recruits, hires, trains and promotes into all job levels the most qualified applicants without regard to race, color, religion, gender, age, national origin, citizenship status, marital status, sexual orientation, disability or veteran status. All such decisions are made in accordance with established personnel policies and by applying objective standards based on the individual's qualifications as they relate to the particular job. The Institution effort ensures that minorities, women, disabled persons, and veterans are given full and appropriate consideration for employment, promotions, counseling, training, and for participating in all university programs and activities (See also Section I.1.2.d and Section I.1.2.e). Additional information can be found in the following publications and on the University website:

- Faculty Handbook
http://www.nyit.edu/images/uploads/academics/Faculty_Handbook_2008.pdf
- NYIT-AAUP Collective Bargaining Agreement
http://www.aaupatnyit.org/new_cba.pdf

I.2.1.a.2 Faculty Workload

26 full-time and 120 part-time faculty members, exclusive of those teaching in Interior Design, comprise the faculty of the architecture program over the last 2 years. Obligations in terms of teaching, scholarship, and service are established by terms of the *NYIT-AAUP Collective Bargaining Agreement*. Currently, full-time faculty teach 21 “Equivalent Lecture Hours” per year (equivalent to seven 3-credit courses) and part-time faculty teach a maximum of 18 ELH's per year. The teaching load for full-time faculty was reduced from 24 ELH's (2004) to 21 ELH's (current) in order to stimulate faculty research and creative activity. In some circumstances, overload may be approved by the Dean and the Provost. Studio courses are 7 ELH's for full-time faculty and 5.33 ELH's for adjuncts. Lecture courses are 3 ELH's for full-time or adjunct. Many studio faculty opt for 2 studios in one semester and 1 in the next, to meet their 21 annual requirement. Faculty members are awarded release time for a variety of reasons, including research, curriculum coordination, and department administration duties such as assessment and preparing for accreditation.

All full-time faculty members maintain scheduled office hours and are required by *NYIT-AAUP Collective Bargaining Agreement* to be available for assignments at least four days per week. Academic year duties include advisement at registration, participation in twice annual school Open House activities, and serving on school committees on a rotating basis, determined by faculty governance and the Dean.

I.2.1.a.3 Professional Development, Scholarship and Research

Center for Teaching and Learning: The Center for Teaching and Learning supports faculty members in their work as teacher-scholars by cultivating reflective practice and promoting the scholarship of teaching and learning. The Center strives to build a fully-engaged community—a community of scholars, a community of learners, a community of professionals working together to give our students the best education possible. In September 2009 the Center held a student workshop “*Students Talk About*

Teaching and Learning” where students (including Architecture) participated in giving their views on teaching and learning.

CTL: <http://www.nyit.edu/ctl/>

Office of Sponsored Programs and Research: The Office of Sponsored Programs and Research administers NYIT’s internal grant programs (Institutional Support for Research and Creativity [ISRC] Grants and Teaching and Learning with Technology [TLT] Grants) and supports faculty efforts to secure grant funding for research and creative activity. Architecture faculty who have received internal and external grant funding since 2004 are listed below, along with their projects.

Fiscal Year 2004:

Matthew Dockery, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
Monument, Memory and Mercury: The Architecture of Long Island’s Brownfields
Total: \$4,000

Fiscal Year 2005:

Michele Bertomen, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
Politics as Aesthetics: The Notion of Beauty and 21st Century Green Architecture
Total: \$2,605

William Palmore, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
The Residential Architecture of Robert Garland and David Hilles
Total: \$3,343

Fiscal Year 2007:

Matthias Altwicker, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
Suburban Strategies Workshop
Total: \$2,690

William Palmore, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
Preparations for Exhibition and Publication. The Residential Architecture of Robert Garland and David Hilles
Current Status: Awarded
Total: \$4,788

Fiscal Year 2008:

Matthew Dockery, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
Greening the Hyper-City: NYIT in China 2005-08
Current Status: Awarded
Total: \$2,865

Nader Vossoughian, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
The Language of the Global Polis
Current Status: Awarded
Total: \$2,925

Fiscal Year 2009:

Michele Bertomen, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
Ecology 001: Stories for Beginning Students of Design
Current Status: Awarded
Total: \$3,840

Nader Vossoughian, Architectural Technology Award

Type: New ISRC (Institutional Support for Research and Creativity)
The Temporary City
Current Status: Awarded
Total: \$5,218

Fiscal Year 2010:

Mathias Altwicker, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
Long Island Scan: Microinfrastructure and Situational Zoning
Current Status: Awarded
Total: \$5,300

Jonathan Friedman, Architecture Award

Type: New TLT (Teaching and Learning with Technology)
Form in Mind: An Exhibition and Catalogue of Architectural Research
Current Status: Awarded
Total: \$6,079

Tobias Holler, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
Biomimicry in Practice: A Regenerative Approach to Climate Responsive Architectural Design
Current Status: Awarded
Total: \$5,853

William Martin, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
Software Platform for Performative Architectural Design
Current Status: Awarded
Total: \$6,956

Charles Matz, Interior Design Award

Type: New TLT (Teaching and Learning with Technology)
The Use of Information Technologies, Digital Document Production and Management System
Interoperability within the Context of a Theoretical Architectural Design Studio Project
Current Status: Awarded
Total: \$3,496

Erin O’Keefe, Architecture Award

Type: New ISRC (Institutional Support for Research and Creativity)
The Red Bench Project
Current Status: Awarded
Total: \$6,675

External Funding

Fiscal Year 2004:

Michele Bertomen, et al Architecture. Award Type: New

Department of Energy
Solar Decathlon: Energy We Can Live With
Current Status: Awarded
Total: \$5,000

Fiscal Year 2006:

Thomas Rochon, Architecture Award Type: New

National Renewable Energy Laboratory
Solar Decathlon 2007: Mobile Synergy
Current Status: Awarded
Total: \$100,000

OSPAR <http://www.nyit.edu/ospar/>

I.2.1.a.4 Sabbatical leave

Faculty may apply for sabbatical leave for research or other professional development activity. Letters requesting sabbaticals leave are first submitted to the Dean, and proposals are submitted to the school faculty’s personnel committee, which forwards a recommendation to the Dean, who forwards a recommendation to the provost in the Office of Academic Affairs. Sabbatical applications are evaluated based on the academic value of the proposed sabbatical activity. On completion of sabbatical leave, written reports as to outcomes are submitted to the Dean and Provost of Academic Affairs. a Since 2007 the following faculty have been awarded sabbatical leave: Paul Amatuzzo (2006-2007), Anthony DiSanto (2007-2008), Aly Dadras (2008), Beyhan Karahan (2007-2008), Frances Campani (2009-2010), Jonathan Friedman (2009-2010), and Erin O’Keefe (2010-2011).



I.2.1.a.5 Release Time

Faculty members are awarded teaching release time, or a reduction of teaching obligations for a variety of reasons, including research, curriculum coordination, and department administration.

I.2.1.a.6 Professional Development

The school provides financial support for faculty participation in professional conferences and other professional development activities. Faculty members receiving such support in recent years include: Matt Altwick, David Diamond, Charles Matz, Michael Schwarting, William Palmore, Matt Dockery, Tom Rochon, Michele Bertomen, Brian Taylor, Yelena Ilkenayev, Martha Siegel, Paul Amatuzzo, Frank Mruk, Robert Allen, James Ke, Nader Vossoughian, Diane Neff, Tobias Holler and Beyhan Karahan.

I.2.1.a.7 Criteria for Faculty Rank

The criteria for undergraduate faculty appointments and rank are defined by the NYIT-AAUP Collective Bargaining Agreement:

NYIT-AAUP: http://www.aapatnyit.org/new_cba.pdf

I.2.1.a.8 Awards

The University provides numerous faculty awards, a recent example is School of Architecture and Design Structures Professor Will Martin who was announced as the 2010 winner of the Presidential Technology Award for Technology in the Teaching and Learning Process for Full-Time Faculty

I.2.1.b Students

I.2.1.b.1 NYIT Student Admission Requirements

NYIT Student admission requirements can be found in the NYIT undergraduate catalog and on the NYIT website:

Admissions: http://www.nyit.edu/apply/new_york/

I.2.1.b.2 School of Architecture and Design Admission Requirements

NYIT does not accept students directly into the Bachelor of Architecture (BARCH) program. Instead, all students admitted to the School of Architecture and Design first enter the Bachelor of Science in Architecture Technology (BSAT) program and undertake a two-year common core curriculum, after which they can apply to the BARCH program. To be admitted to the architecture program, students must have a minimum combined SAT score of 1,000 (critical reading and math only) or ACT of 21.

Because NYIT recognizes that standardized test scores do not always reflect a student's true potential for success, there is an alternative pathway available to students whose scores are below the threshold, but who show promise based on the rigor of the schools they have attended or the courses they have taken; on positive grade trends on their secondary school transcripts; their involvement and leadership in school or volunteer activities; and/or their performance in a voluntary personal interview. Students who follow this path are admitted to NYIT as "undeclared" majors in the School of Architecture and Design and take the introductory architecture and design courses. Students who do well in these courses and whose grade point averages meets the 2.5 or higher standard may apply to enter the BSAT program, and later apply to the BARCH program as they successfully progress through the program.

This second pathway yields a larger and more diverse student body with a broad range of abilities. Some students, arriving with little prior experience in art or design, discover new talents and aptitudes as they progress through the program. By permitting alternative routes into the BARCH program, we provide

students with an opportunity to explore and grow and we provide the program with a much more diverse student body.

I.2.1.b.3 Implemented Changes for Fall 2010

To support inter- and cross- disciplinary learning and to provide a common foundation, beginning in fall 2010, students pursuing the BFA in Interior Design will join those pursuing degrees in architecture in taking a common set of (redesigned) foundation courses taught by faculty from both disciplines in the school, these include two semesters of Design Fundamentals, two semesters of Visualization and one semester of architecture and design Theory. To underscore the shared nature of these re-designed courses, their course numbers were revised to have the “AAID” (Architecture and Interior Design) prefix.

Students in the school continue to take some courses in common during the sophomore year, after which they move into separate course work dictated by their different degrees: the BARCH, the BSAT or the BFA.

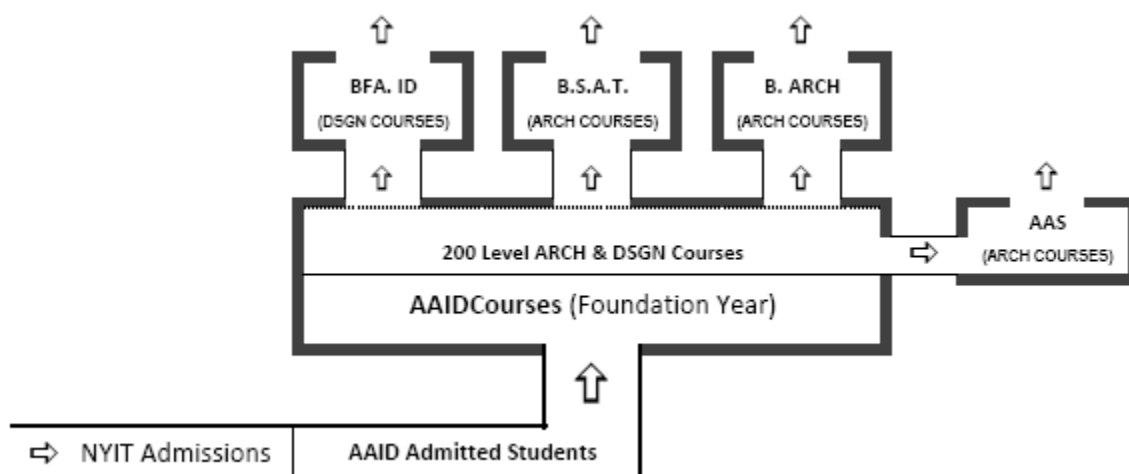


FIGURE # I.2.1.b.3: School of Architecture and Design Degree Pathways

I.2.1.b.4 Individual and Collective Learning Opportunities

NYIT is committed to support individual and collective learning both inside and outside the classroom (See Section I.1.1.c - d and I.2.1.b.10).

I.2.1.b.5 Student Support Services

Academic and Personal Advising is a critical component of the educational experience for all students. It encourages students to develop decision-making skills, to think critically about goals and objectives, and to assume responsibility for their actions and plans. NYIT offers a range of academic advising resources—including faculty advising, the NYIT Advising and Enrichment Center, online degree maps, and information found within the college catalogs—to assist students in making meaningful educational plans that are compatible with their career goals.

The goals of the academic advising team include helping students:

- Facilitate successful transition into NYIT
- Develop suitable educational plans
- Clarify life and career goals
- Select appropriate courses
- Interpret policies and procedures
- Complete degree requirements in a timely manner



Faculty Advisors fill three roles for students:

- They are resources, providing information about NYIT's academic programs and institutional requirements to assist students in developing the most coherent plan for their college years.
- They are the liaisons between students and the NYIT community, referring them to and familiarizing them with services and resources NYIT provides.
- They mentor and assist students in understanding the nature and purpose of higher education and help them to develop responsibility for the direction and completion of their degree program.

Faculty Advisor responsibilities include:

- Guidance in the selection of programs of study, construction of class schedules, and explanations of academic procedures
- Practical supervision and monitoring of students' academic progress
- Counseling in decision-making, problems, career options, testing, and NYIT college information

Academic Support. NYIT provides comprehensive academic support programs and services that assist students in enhancing and maximizing academic achievement. Through academic advising, academic skill-building, personal counseling, and mentoring opportunities, all NYIT students have access to personalized academic support during their college experience.

- **EduPlus** - Provides supplemental educational enrichment for motivated students who demonstrate enthusiasm and a strong willingness to work hard but whose grades and test scores do not meet NYIT's regular admissions standards.
- **The Learning Center** - Provides tutoring services and skill-based workshops to students. Tutoring is offered in a broad range of courses. Individual, small-group, and walk-in tutoring is free of charge. The center's primary goal is to provide students with the skills and confidence they need to become independent learners, self-directed, and goal-oriented.
- **Online tutoring** is available for a variety of subjects including math, writing, life sciences, business and Spanish. Students currently enrolled in at least one course that falls within these subject areas have been given access to Smart-thinking.
- **Writing Centers** – NYIT's Writing Centers serve students, faculty, and staff of NYIT, providing tutorial assistance for all types of writing assignments and tasks. Professors of English are available to help students brainstorm assignments, review drafts, develop ideas, and address grammar questions.
- **Mathematics Resource Center** - provides free help with all math courses, including placement assistance, exam preparation, background information. Set up to deal with skill development and math anxiety.
- **Arthur O. Eve Higher Education Opportunity Program (HEOP)** - Assists students who, because of financial and academic hardships, would otherwise be unable to earn a college degree.

I.2.1.b.6 School of Architecture Advising/Faculty Mentoring

School of Architecture and Design students are advised in matters of course choice, and progress through the program primarily during registration periods. During registration, each student must meet with a full time faculty member who reviews the student's transcript, discusses progress through the program, and finally approves the courses chosen. In addition to the advising done at registration, full time faculty members maintain office hours for student advising throughout the semester.

I.2.1.b.7 Career Guidance

NYIT offers the student a number of career counseling resources. The Office of Career Services and the Counseling Center are introduced through the College Success Seminar. Students in the College Success Seminar meet with career advisors who assist them in examining their own career aspirations and go on to help in the consideration of career choices. Beyond the College Success Seminar, outreach efforts keep students connected to career advisement and evaluation tasks. Workshops targeting activities relevant to their career opportunities and related to their field of study are offered and workshops focusing attention to particular activities and skills needed in a future job search are offered. Employer guest speaker visits to class, on site company visits and career fairs are held both on and off campus throughout the year.

NYIT presents an “All Majors” job and internship career fair in the spring of each academic year that brings together students and potential employers, including representatives of architectural firms in the area. Within the School, job boards are maintained with notices of positions available. A significant number of students are employed by members of the faculty or are recommended by faculty members for positions in the metropolitan New York area.

Career Services host a free online job and internship posting service for employers of all disciplines to search for talented students and alumni from the SOAD. Students are encouraged to post their resume and cover letters here for review by professional NYIT Career Counselors while employers are encouraged to post their open positions. This is where our students, alumnae and employers are encouraged to visit first to post and view resumes and search for jobs by their majors.

As of summer 2010, there are 581 students or alumni with full profiles and resumes in the NYIT Career Net System. There are also 298 employers in the Architecture, Building Construction and design fields with active job or internship postings available for NYIT students.

NYIT Career Services offers Architecture specific job fairs and portfolio reviews in addition to a rich assortment of online tools to help students map out a career path, including:

- Career Plans: Interest assessment
- Focus: Occupation exploration
- ONet: Career requirements, skills
- Career Resource Guides

I.2.1.b.8 Intern Development Program Education Coordinator

As previously mentioned in Section I.1.3.c, Professor Beyhan Karahan AIA, LEED AP is the School's Intern Development Program (IDP) Education coordinator responsible for making sure students understand the comprehensive training program created to ensure that interns in the architecture profession gain the knowledge and skills required for the independent practice of architecture. The coordinator is responsible for making visible to students the IDP program of providing emerging architects with a structured transition between education and registration and in making sure students understand when they are eligible to enroll in IDP and the role of registration in the profession.

I.2.1.b.9 Externships and Career Preparation

The school offers three “Externship in Architecture” opportunities, Arch 381, 382 and 383, for students wishing to earn between 1 and 3 academic elective credit (to a maximum of 6) for working in a professional architecture office, gaining first-hand knowledge of professional practice. To be eligible, students must have junior or senior status and possess a 3.0 or better cumulative grade point average. The Externship program is administered by a full-time faculty member who monitors compliance with the program's criteria and procedures. NYIT places between 17 and 40 students in externships each semester.

I.2.1.b.10 Field Trips and Off-Campus Activities

Summer programs, field trips, architect office visits, service learning projects, and club activities all take advantage of learning opportunities outside classrooms and studios. The office visits, field trips and club activities are too numerous to list, but listed below are links to accounts of some of the more-publicized off-campus experiences offered to NYIT architecture students since the last reaccreditation.

- Solar Decathlon (2005)
<http://iris.nyit.edu/solardecathlon2005/>
- NYIT-Tongji University Collaboration Produces Design for China Pavilion competition (2007)
<http://iris.nyit.edu/architecture/news.html?sub=4>

- Solar Decathlon (2007)
<http://iris.nyit.edu/solardecathlon2007/>
- Symposium Exhibit Riolla ,Italy (2008)
<http://iris.nyit.edu/architecture/news.html?sub=11>
- Port Jefferson Village (2008)
<http://iris.nyit.edu/architecture/news.html?sub=19>
- AIA R/UDAT Staten Island Waterfront (2008)
http://www.silive.com/northshore/index.ssf/2008/09/can_they_work_wonders_on_state.html
- Santiago, Chile Valpariso (2009)
<http://www.lulu.com/product/download/arc-401-chile-book/6410668>
- Re-Vision Freeport Long Island for Smart Growth (2009)
<http://www.freeportny.com/index.aspx?NID=461>
- Visiting Professor Ricardo Porro Studio trip to Paris (2010)
<http://www.youtube.com/watch?v=JX0W29ZrhX0>

I.2.1.b.11 Professional Societies, Honor Societies, Awards and Campus-Wide Activities

Professional Societies

American Institute of Architecture Students (AIAS): The American Institute of Architects Student Chapter has representation on both campuses. SGA funds support annual field trips, a lecture series, competitions, *Convergence NYC*, and social events. Every year AIAS officers conduct a strong recruitment drive among entering freshmen in order to maintain school-wide representation in the professional association and to ensure continuity from year to year. Student members demonstrating good managerial potential rotate offices and activities to suit their schedules and strengths. The membership in AIAS has more than doubled since the last accreditation. AIAS activity since last accreditation visit has ranged from volunteer work at Open Houses to the organizing of an opening semester welcome picnic. They regularly attend the AIAS national convention and organize field trips every semester and participate in helping to better the school. Students often attend the annual AIA product fair, where they see first-hand the products that are used for design and details about those products. They are also invited to a few AIA dinner meetings during the year to meet the local practitioners. The Old Westbury Chapter and Manhattan Chapter each have currently approx. 40-50 members. Marc Fabris is the president in Old Westbury, Danielle Romano is the president in Manhattan. Professor David Diamond, faculty advisor.

Construction Management Association of America (CMAA) Student Chapter: The Construction Management Association of America Club was founded in 2009 at NYIT in Old Westbury by student president Derrick Campbell and in Manhattan by Joshua Perotti. It currently has 20-30 members who regularly attend tours, meetings and events including a T.G. Nickel and Denari Architects tour of HL23 a new condominium building on the high line and a tour of the IMI Trowel Trades Center in Long Island, a visit to Roof Top Farms , a lecture by DASNY on Building NY State, a lecture by Nick Amoroso and Will Reece, a Construction Site Tour of the Croton Water Filtration Plant, and have hosted lectures by Jacqueline Togneri, Skanska and Isaac Washington of the MTA. They have also been invited guests at the monthly meetings of the CMAA chapter held at the Yale Club. Associate Dean Frank Mruk, faculty advisor.

Freedom by Design Club: The Freedom by Design Club utilizes the talents of NYIT architecture students to radically impact the lives of people in their community through modest design and construction solutions to enhance the homes of low-income and disabled individuals. President James Yankopoulos, Vice President Nickolas Batis and Treasurer Ziniuda Eskina. Professor Tom Rochon, faculty advisor.

National Association of Minority Architects (NOMA) Student Chapter: The National Organization of Minority Architects is currently led by the following students: President Ted Solages, Vice President

Sandy Effs, Secretary Yves Lankouande, Treasurer Michael Chambers and Treasurer Christopher Boston. Professor Percy Griffin, faculty advisor.

Solar Decathlon Club: New York Institute of Technology (NYIT) was one of 20 teams selected from around the world and the only school from the New York metropolitan area to compete in the 2005 and 2007 Solar Decathlon, an event sponsored by the U.S. Department of Energy (DOE) and the National Renewable Energy Laboratory (NREL). This competition challenges college and university students to design, build, and operate a fully-functional home powered entirely by the sun. This is an interdisciplinary student generated project where faculty advisors act as coaches. The 2005 home was “Americas first solar hydrogen residence” the 2007 home was a “innovative open source residence”. The 2011 effort was titled “We Home”. It had approximately 50-75 members who have worked on each successive 2005, 2007 and 2011 submission. The 2011 effort was organized by the student driven Solar Decathlon Club. Professors Frank Zeman, Tom Rochon and Michele Bertomen are faculty advisors.

<http://www.facebook.com/people/Nyit-Solar-Decathlon/100000171783027>

Sustainability Club: When the first NYIT student Sustainability Club was established, president Luke Ferland applied his volunteer work in various community service projects (including a recent event for autism awareness). The NYIT Sustainability Club members regularly hold events such as the recent trip to the Go Green Expo! The Sustainability Club is hosting the current sLAB *Intrepid* project. Professor Frank Zeman (NYIT Center for Metropolitan Sustainability) is faculty advisor.

Honor Societies

Architecture students are eligible to be named to three national honor societies at NYIT.

Golden Key International Honor Society: Founded in 1977, Golden Key recognizes college students solely on the basis of their academic achievements and encourages community service and scholarship. NYIT welcomed its first students into Golden Key in 2004, and its active chapter participates in organizing blood drives, toy drives, and other charitable activities.

Phi Eta Sigma: The oldest and largest freshman honor society, Phi Eta Sigma was founded in 1923 and has more than 300 chapters with more than 700,000 members. NYIT inducted its first students into Phi Eta Sigma in 2004. To qualify for membership, you must receive a 3.5 or higher GPA during the fall or spring semester of your first year. Members qualify for national and regional scholarships. One hundred five (105) architecture students have been inducted to the society since 2007.

Tau Sigma Delta (architecture student specific): NYIT's chapter was organized in 1993. They organize a portfolio workshop for students every year to help underclassmen organize and think about their portfolios. The Chapter has grown from 22 members in 2005 to 50 members in 2010. Faculty Advisor, Paul Amatuzzo.

Graduation Awards

NYIT School of Architecture and Design presents the following achievement awards at the school commencement ceremony:

- **Alpha Rho Chi Medal:** Awarded to a graduating senior for leadership, willing service to the University , and promise of professional merit
- **American Institute of Architects Henry Adams Medal:** A medal of achievement awarded to an outstanding Architecture student.
- **American Institute of Architects Henry Adams Certificate:** A certificate of achievement awarded to an outstanding Architecture student.
- **Gold Certificate for Achievement in Architecture – 5 yr. Program:** Awarded by the Architecture faculty to the graduate who has achieved a high scholastic record.
- **Silver Certificate for Achievement in Architecture 5 year program:** Awarded by the Architecture faculty to a graduate who has achieved a high scholastic average

- **Gina Pisano Ricci Award:** Presented to the woman graduate of the School of Architecture and Design who has shown outstanding ability and leadership
- **Gold Certificate for Architectural Design 5 year program:** Awarded by the Architecture Faculty Design Committee to the most deserving graduating 5 year student in Architecture
- **Silver Certificate for Architectural Design:** Awarded by the Architecture Faculty Design Committee to a deserving graduating 5 year student in Architectural Design
- **The New York Society of Architects, Mathew W. Del Gaudio Award**
A certificate for excellence in total design presented to a graduating student in each of the Architectural schools in the state
- **The New York Council of the Society of American Registered Architects Award:** Awarded to the senior student in the Bachelor of Architecture program who has given worthy service to the School of Architecture
- **Robert Jensen Memorial Award:** Presented by the faculty to a graduating student in Architecture for exceptional abilities in one or more of the following fields of study: Architectural History, Architectural Theory and Criticism, Historic Preservation and Craft-based Architectural Design
- **Special Faculty Award for Service and Involvement, Old Westbury:** Awarded by the faculty to graduating student who has generously served the student body and thereby improved the quality of life
- **Special Faculty Award for Service and Involvement, Manhattan:** Awarded by the faculty to a graduating student who has generously served the student body and thereby improved the quality of life

Campus-Wide Activities

Student Government: NYIT's Student Government Association (SGA) is the official voice of the student body. The SGA advocates on behalf of student interests—academic, cultural, and social. It is charged with working with the college's faculty and administration to improve every facet of campus life. In addition, the SGA oversees the budgeting process for all recognized student clubs and organizations, and supports a variety of campus-wide events. There are two main branches of the SGA—an executive board and a legislative senate. Student representatives from a variety of disciplines are elected annually. The purpose of the Student Government Association is to respond to and resolve, to the best of its ability, those issues or concerns that are expressed by members of the currently enrolled undergraduate student body. The Student Government Association, through its elected representatives, is the NYIT student organization recognized by Administration as having the responsibility to act on all matters that promote the general welfare of the student body. Each campus elects their individual governing body which abides the constitution of the SGA of NYIT. The Student Government Association's primary function is to fund and assist in the establishment and maintenance of conditions leading to high scholastic standards, achievement, and enriched extra-curricular activities.

http://www.nyit.edu/images/uploads/campus_life/All-Campus-Constitution-8_21_07-041108.pdf

Diversity in Student Clubs

NYIT encourages diverse perspectives and sponsors clubs including the Calvary Christian Fellowship, Circolo Italiano, Dhadkhan Dance Team, International Students Association, Jewish Student Union, Muslim Student Association, National Organization of Minority Architects, Orthodox Christian Club and the Women's Association. The School has visiting professors and faculty from China, Cuba, Italy, Germany, France, South America and Sweden. The diversity of New York also adds much value to our program.

- | | |
|--------------------------------------|-------------------------------|
| • ADDO | • Computer Graphics Club |
| • Allied Health and Science Assoc. | • Dance Club |
| • Association of Computing Machinery | • Dance Video Club |
| • Bear Hug | • Dhadkhan Dance Team |
| • Calvary Christian Fellowship | • Freedom by Design |
| • Campus Slate (student newspaper) | • Gay Straight Alliance (GSA) |
| • Chinese Student Assoc. | • Great American Mentors |
| • Circolo Italiano | • G.I.V.E. Club |
| | • IEEE Club |

- Information Technology Club
- Interior Design Club
- International Students Association
- Jewish Student Union
- Muslim Student Association
- National Organization of Minority Architects
- NYIT Choir
- NYIT PR Club
- Orthodox Christian Club
- Performing Arts Club
- Society of Hosteurs
- Student Talent Union
- Student Union of Contemporary Artists (SUCA)
- Sustainability Club
- Women's Association

I.2.1.b.12 Student research, scholarship, and creative activities

Listed below are links to accounts of some of the more-publicized student research, scholarship, and creative activities by NYIT architecture students since the last reaccreditation.

- Oct. 2005
Solar Decathlon 2005
<http://iris.nyit.edu/solardecathlon2005/>
- July 2007
NYIT-Tongji University Collaboration for China Pavilion competition
<http://iris.nyit.edu/architecture/news.html?sub=4>
- July 2007
Solar Decathlon 2007
<http://iris.nyit.edu/solardecathlon2007/>
- July 2007
Heather Korb Travel Grant from AIA
<http://iris.nyit.edu/architecture/news.html?sub=1>
- Sept. 2007
Evan Lepore AIA New York State Student Honor Award
<http://iris.nyit.edu/architecture/news.html?sub=7>
- Sept. 2007
Peter Rickert graduate fellowship for study in Potsdam
<http://iris.nyit.edu/architecture/news.html?sub=8>
- Sept. 2008
International Symposium Exhibit Riolla, Italy
<http://iris.nyit.edu/architecture/news.html?sub=11>
- Sept. 2008
Modernism for the Borderland: The Mid-Century Houses of Robert Garland and David Hilles (Palmore & NYIT SOAD Students)
<https://academics.utep.edu/Default.aspx?tabid=51565>
- Dec. 2008
Lukas Argyros Pro-Potsdam fellowship for study in Potsdam
<http://iris.nyit.edu/architecture/news.html?sub=21>
- April 2009
Architecture Student Chris Goonan 2009 Eleanor Allwork Scholarship
http://www.nyit.edu/index.php/architecture/announcements/apr_2009_student_wins_eleanor_allwork_scholarship/
- June 2009
David Flecha Second Prize in AIA Queens Student Innovative Housing Competition
http://www.nyit.edu/index.php/architecture/announcements/june_2009_david_flecha_wins_wins_second_prize/
- June 2009
National Italian American Foundation Scholarship Awarded to Michael Neglia
http://www.nyit.edu/index.php/architecture/announcements/june_2009_scholarship_awarded_to_michael_neglia/
- Sept. 2009
Design 5 Studio Travels to Santiago, Chile to joint venture with University of Chile Students
http://www.nyit.edu/index.php/architecture/announcements/design_v_studio_collaborates_with_univerisad_de_chile/

April 2010

Katelyn Mulry 2010 Women's Auxiliary Eleanor Allwork Scholarship.

<http://www.nyit.edu/architecture/announcements/>

- June 2010
Manhattan CMAA Student Chapter President/Founder Joshua Perotti CMAA NY/NJ Regional Scholarship Award
<http://www.nyit.edu/architecture/announcements/>
- June 2010
Jiyoun Kim Wins (1st Place) in AIA Young Architects Forum/Committee on Design Ideas Competition (Woven Shelter)
<http://www.aia.org/press/releases/AIAB083376>
- June 2010
National Italian American Foundation Scholarship Awarded to Eric Fred
- June 2010
Katelyn Mulry part of Team selected as a finalist in the Build a Better Burb Competition
http://www.nyit.edu/index.php/about_nyit/news-full/nyit_helps_build_a_better_burb/

I.2.1.c Faculty-Led Research, Lectures, Reviews, Exhibitions

I.2.1.c.1 Faculty-Led Research

In addition to the sLAB and Solar Decathlon projects mentioned above, students work on faculty led research in many different manners.

Students were given travel stipends for faculty-led research trips to the previously mentioned Ricardo Porro Studio trip to Paris (2010) with Professor Arsha Cazazian, the Community Design Studio trip to Santiago/Valpariso (2009) with Professor Andrew Heid, and the Castellammare di Stabia, Italy (2005) Studio trip with Dean Judith DiMaio. Also in 2010, a student was given travel stipends for a design workshop at Tongji University in Shanghai led by Tongji Faculty.

Faculty-Led research also takes place in competitions as student Katelyn Mulry worked with Professor Tobias Holler and others as part of the Team that was selected as a finalist in the Build a Better Burb Competition and on publication research.

Another venue is the publication of books, catalogues and exhibitions. Examples include, *The Residential Architecture of Robert Garland and David Hilles* with Professor William Palmore, *Form in Mind: An Exhibition and Catalogue of Architectural Research* by Professor Jonathan Friedman and *Otto Neurath: The Language of the Global Polis* by Professor Nader Vossoughian. Many other examples are listed in Section 4 of this report, Faculty Resumes.

I.2.1.c.2 Sponsored Lectures (2005-2010)

The School of Architecture and Design continues to expand its lecture series:

A Symposium: "Black Space: Arch., Race and Culture Identity"
Thursday, February 17, 2005, 6:30pm
Symposium; Milton Curry, Yolanda Daniels, Mario Gooden, Roderick Knox, Victor Body Lawson, Jack Travis, Roberta Washington
Moderator Michael Henry Adams
[NYIT Manhattan Campus, 16 West 61st 11th floor](#)

Jon Michael Schwarting "Where's The Parti?"
Tuesday, April 5, 2005, 6:30pm
Jon Michael Schwarting, professor and architect
[NYIT Manhattan Campus, 16 West 61st 11th floor](#)

"Marble Veils and Concrete Screens; Le Corbusier in India"
Tuesday, May 3, 2005
Judith DiMaio
5pm: picnic and tours at the Aluminaire House
6pm: lecture in the Student Activity Center
[NYIT Central Islip Campus, Student Activity Center](#)

Ben Pell, "Technology Performance Ornament"
Friday, October 7, 2005, 12:30-2:00pm
[NYIT Old Westbury Campus, Education Hall, Center Gallery](#)

A Symposium "Deans of New York; 21st Century Schools/ 21st Century Cities"
Tuesday, October 25, 2005
Stanley T. Allen, *Princeton*; Judith DiMaio, *NYIT*; Tom Hanrahan, *Pratt*; Urs P. Gauchat, *NJIT*; George Ranalli, *CCNY*; Robert A.M. Stern, *Yale*; Mark Wigley, *Columbia*; Peter Wheelwright for Paul Goldberger, *Parson*; Michael Sorkin, *CCNY*
[Hosted by Steelcase, 4 Columbus Circle, 7th floor](#)

NYIT Alumni Practitioners "10-30 Years Out"
Tuesday, November 8, 2005, 6:30pm
Philip Bottega, '84; Dominico Chiecco, '89; Luigi Ciaccia, '97; Ted Moudis, '80; Rodger P. Smith, '78; Tom Vecchione, '88; Deborah Verderame, '83;
Moderator; Mark Chen
[NYIT Manhattan Campus, 16 West 61st 11th floor](#)

Elisabetta Terragni "The Beauty of Leftovers: Shades of Enclosure"
Tuesday, November 15, 2005, 6:30pm
Elisabetta Terragni, Architect, Como, Italy
[Hosted by Steelcase, 4 Columbus Circle, 7th floor](#)

A discussion with adjunct faculty from the NYIT School of Architecture and Design "Teaching and Practice"
Thursday, March 9, 2006, 6:30pm
Adeboyega Adefope, Juan Alayo, Angela Amoia, Stephen Buzbee, Joshua Davis, Janet Fink, Gundula Proksch, Gernot Riether, Keith Striga Moderator: John di Domenico
[NYIT Old Westbury Campus, Harry Schure Hall](#)

A Symposium "Should the Future Be Designed?"
"Alternative Approaches to Activism, Politics and Professional Practice in Design Disciplines"
Monday, April 10, 2006, 6:30pm
Marshall Berman, Ph.D., *City University of New York Graduate Center*; M. Christine Boyer, Ph.D., *Princeton University*; David Harvey, Ph.D., *City University of New York, Graduate Center*; Laura Kurgan, *Colombia University*; and Brendan Moran, *New Jersey Institute of Technology*
Moderator: Michael Sorkin, *City University of New York*
[NYIT Manhattan Campus, 16 West 61st 11th floor](#)

NYIT at the Solar Decathlon 2005
Saturday April 15, 2006, 2-5pm
A presentation of NYIT's Solar Decathlon 2005 entry by students and faculty representatives.
Moderator: Professor and architect, Robert Allen.
[Hosted by the Museum of Arts and Design, 40West 53rd St.](#)

Peter Eisenman and Michael Graves "A Conversation among Friends"
Tuesday, April 18, 2006, 6:30pm
A conversation with NYIT Dean Judith DiMaio, School of Architecture and design
[Hosted by Steelcase, 4 Columbus Circle, 7th floor](#)

Territories of Teaching "A Discussion"
Thursday September 28, 2006, 6:30p.m.
NYIT professors Michele Bertomen, Jonathan Friedman, Rodolfo Imas and Michael Schwarting discuss their teaching philosophies.
Moderator: Nader Vossoughian
[NYIT Old Westbury Campus, Harry Schure Hall](#)

Hariri & Hariri- Architecture "Recent Work"
Tuesday, October 17, 2006, 6:30pm
Gisue Hariri and Mojgan Hariri present their recent work, practice and monograph, *Hariri and Hariri Houses* published by Rizzoli
[NYIT Manhattan Campus, 16 West 61st 11th floor](#)

"Head of the Dragon: Hyper- Urbanization in Shanghai"
October 26, 2006, 12:30pm
Matthew Dockery: Assistant Professor of Architecture, NYIT
[NYIT Old Westbury Campus, Education Hall, Center Gallery](#)

"Digested Metabolism"
October 31, 2006, 12:30pm
Popular Architecture: Casey Mack
[NYIT Manhattan Campus, 1855 Broadway 11th Floor](#)

"Is New York Delirious? From the Culture of Congestion to the Culture of Urban Recreation"
November 1, 2006, 12:30pm
Kaja Kuehi: New York City Department of City Planning
[NYIT Old Westbury Campus, Education Hall, Center Gallery](#)

A Symposium "Interior Dialogues: Inside Out"
Tuesday, November 7, 2006, 6:30pm
Adeboyega Adefope, Nancy Boszhardt, Kitty Hawks, Margaret Newman, and Calvin Tsao discuss interior design and the profession.
[Hosted by Steelcase, 4 Columbus Circle, 7th floor](#)

"Archigraphy, Typotecture"
November 7, 2006, 12:30pm
Project Projects: Perm Krishnamurthy & Adam Michaels
[NYIT Manhattan Campus, 1855 Broadway 11th Floor](#)

"Suburban Alchemy: 1960's New Towns and the Transformation of the American Dream"
Nicholas Bloom: Assistant Professor of Interdisciplinary Studies
November 8, 2006, 12:30pm
[NYIT Old Westbury Campus, Education Hall, Center Gallery](#)

"Dott. Stranarchitectto"
November 14, 2006, 12:30pm
Elisabetta Terragni: Visiting Professor of Architecture, NYIT
[NYIT Manhattan Campus, 1855 Broadway 11th Floor](#)

"SANAA's Museums"
November 16, 2006, 12:30pm
Florian Idenburg: Associate, SANAA
[NYIT Old Westbury Campus, Education Hall, Center Gallery](#)

"The Only Reason to do Architecture..."
November 28, 2006, 12:30pm
Lars Fischer & Erik Carver: IDS/R Architecture, Institute for Advanced Architecture
[NYIT Manhattan Campus, 1855 Broadway 11th Floor](#)

Wendy Evans Joseph Architecture "Craft and Mischief"
Tuesday, February 6, 2007, 6:30pm
Wendy Evans Joseph, FAIA, Principal of Wendy Evans Joseph Architecture
[NYIT Manhattan Campus, 16 West 61st 11th floor](#)

"The Ordinary"

Tuesday, February 20, 2007, 12:45pm
Enrique Walker
NYIT Manhattan Campus, 1855 Broadway 11th Floor

Frederic Levrat "Afghan Reconstruction: Architecture and Identity"

Tuesday, February 27, 2007, 6:30pm
Frederic Levrat, Architecture Professor at Columbia University and Pratt Institute, Principal of Arx New York, Arx Kabul, and Arx Geneva
NYIT Manhattan Campus, 16 West 61st 11th floor

"Modern and Traditional Housing in North Africa"

Tuesday, March 6, 2007, 12:45pm
Janet Fink
NYIT Manhattan Campus, 1855 Broadway 11th Floor

"In-formation: the Work of Frederic Levrat"

Wednesday, March 7, 2007, 12:45pm
Jaime Palazzolo
NYIT Old Westbury Campus, Education Hall, Center Gallery

Dan Wood and Amale Andraos Work Architecture Company "Limbo"

Thursday, March 29, 2007, 6:30pm
Dan Wood and Amale Andraos, Principals of Work Architecture Company
NYIT Old Westbury Campus, Center Gallery, Education Hall

"Architecture, Architectural Criticism, and Critical Regionalism"

Thursday, April 5, 2007, 12:45pm
Brian Brace Taylor and respondent Kenneth Frampton
NYIT Manhattan Campus, 1855 Broadway 11th Floor

"Structural Engineering within the Current State of Architecture"

Tuesday April 10, 2007
Ben Urlick : ARUP
NYIT Manhattan Campus, 1855 Broadway 11th Floor

"Thoughts about the Future of Architecture"

Monday, April 9, 2007, 12:45pm
Judith DiMiao and Frank Mruk
NYIT Old Westbury Campus, Education Hall, Center Gallery

"From Architectural Models to Modeling the Entire Universe: A Decade's Perspective on the American Museum of Natural History's Digital Universe 3-D Data Atlas."

Tuesday, October 2, 2007, 6:30pm
Carter Emmart, Ph.D., Director of Astrovisualization for the Rose Center for Earth and Space, American Museum of Natural History
NYIT Manhattan Campus, 16 West 61st 11th floor

"Aldo Rossi: Architect of Memory"

Thursday, October 18, 2007, 6:30pm
Kurt W. Forster, Scully Visiting Professor of the History of Architecture, Yale University
NYIT Manhattan Campus, 16 West 61st 11th floor

"Urban Disobedience"

Tuesday, October 30, 2007, 6:30pm
Santiago Cirugeda, Architect, Recetas Urbanas, Sevilla, Spain
NYIT Manhattan Campus, 16 West 61st 11th floor

"Habitats"

Thursday, November 15, 2007, 6:30pm
Matthias Altwicker
NYIT Manhattan Campus, 16 West 61st 11th floor

Solar Decathlon "A Discussion"

Thursday, December 6, 2007, 6:30pm
NYIT students and faculty discuss the 2007 Solar Decathlon Project
NYIT Old Westbury Campus, Education Hall, Cafeteria

"Everything Must Go"

Tuesday, February 26, 2008, 6:30pm
Architect Louise Harpman, Principal of Specht Harpman in New York City and Austin, Texas
NYIT Manhattan Campus, 16 West 61st 11th floor

"Urban Design since 1945; An American Perspective"

Thursday, March 27, 2008, 6:30pm
Grahame Shane, Adjunct Professor of architecture at Columbia University and Cooper Union
NYIT Manhattan Campus, 16 West 61st 11th floor

Mario Botta "Recent Projects"

Monday, April 28, 2008, 6:30pm
This lecture is co-sponsored by the Consulate General of Switzerland and the American Institute of Architects, New York Chapter
Hosted by Steelcase, 4 Columbus Circle, 7th floor

"Complete Communion"

Monday, October 6, 2008, 6:30pm
Charles Matz, NYIT Professor of Interior Design
NYIT Manhattan Campus, 16 West 61st 11th floor

"Buildings from Cuba and France"

Tuesday, October 21, 2008, 6:30pm
Ricardo Porro, Architect,
NYIT Manhattan Campus, 16 West 61st 11th floor

"The Architecture of Well-Being"

Monday, November 3, 2008, 6:30pm
Victor Deupi, Ph.D., NYIT Distinguished Visiting Professor,
NYIT Manhattan Campus, 16 West 61st 11th floor

"Tall Buildings - a Conversation"

Monday, November 24, 2008, 6:30pm
A conversation with William Pedersen and Cesar Pelli, joined by Dean Judith DiMiao
Hosted by Steelcase, 4 Columbus Circle, 7th floor

"Otto Neurath; Architect of the Information Age"

Monday, February 2, 2009, 6:30pm
Nadar Vossoughian, NYIT Professor of Architecture History
Presentation and book signing
NYIT Manhattan Campus, 16 West 61st 11th floor

"Deployment: Iraq"

Monday, February 23, 2009, 6:30pm
Henry Chin-Hong, Adjunct Professor will present and discuss his experience in Iraq.
NYIT Manhattan Campus, 16 West 61st 11th floor

"Transformability"

Tuesday, February 24, 2009
Chuck Hoberman, Artist and engineer
NYIT Manhattan Campus, 16 West 61st 11th floor

"Essential History II: A Conversation"

Thursday, April 16, 2009, 6:30pm
Kurt Foster, Scully Visiting Professor of Architecture, Yale University
+ Dean Judith DiMiao
Hosted by Steelcase, 4 Columbus Circle, 7th floor

"Where In the World Is Architecture"

Thursday, April 23, 2009, 6:30pm
Robert Ivy, Editor-in-Chief of Architectural Record
Hosted by Friends of NYIT's School of Architecture and Design
NYIT Old Westbury Campus, de Seversky Center

"Insights; Revisiting Tunisia"

Tuesday, October 6, 2009, 6:30pm
Thomas Rochon, NYIT Professor of Architecture
NYIT Manhattan Campus, 16 West 61st 11th floor

"Alvaro Aalto: Architecture, Modernity and Geopolitics"

Thursday, October 22, 2009, 6:30pm
Eeva Liisa Pelkonen, Associate Professor of Architecture at Yale University
Presentation and book signing
NYIT Manhattan Campus, 16 West 61st 11th floor

George Miller "The Future of the Architectural Profession"

Thursday, October 29, 2009, 6:30pm
George Miller, Managing partner of Pei Cobb Freed & Partners
Hosted by the friends of NYIT's School of Architecture and Design
NYIT Old Westbury Campus, de Seversky Center

Joseph Rykwert “What Makes A Place Seductive”

Monday, November 23, 2009, 6:30pm

Joseph Rykwert, the Paul Philippe Cret Professor of Architecture

Emeritus at the University of Pennsylvania

Hosted by Steelcase, 4 Columbus Circle, 7th floor

Pecha Kucha- Architecture and Design as Research

Tuesday, February 23, 2010

Thesis Faculty; Nader Vossoughian and Matthias Altwicker

NYIT Manhattan Campus, 16 West 61st 11th floor

Pecha Kucha- Architecture and Design as Research II

Friday, February 26, 6:30pm

Thesis Faculty; Nader Vossoughian and Matthias Altwicker

NYIT Manhattan Campus, 16 West 61st 11th floor

I.2.1.c.3 Critics who attended reviews

Drawing from the large pool of professional talent in the Metropolitan New York area, the School of Architecture and Design has a long history of inviting external critics to reviews:

AMY MONTGOMERY	4-Jan-05	NADIA ELROKHSY	6-Jul-06	THERESA O'LEARY	24-May-07	MARC ACKERSON	27-May-08
TERRANCE ONEAL	4-Jan-05	STEVEN FISHER	6-Jul-06	PATRICIA ONEILL	24-May-07	NATALIA ALVAREZ	27-May-08
MILTON PURYEAR	4-Jan-05	HEATHER FRASER	6-Jul-06	ARTHUR PLATT	24-May-07	KENNETH BAINTON	27-May-08
PAUL SECK	4-Jan-05	JOHN HARTMANN	6-Jul-06	ANA SERRA	24-May-07	ANN BARANOWSKI	27-May-08
CLAUDE SHOSTAL	4-Jan-05	ROGER HIRSCH	6-Jul-06	SELIM YURAL	24-May-07	MARKAND BHOOI	27-May-08
ANDREW THURLOW	4-Jan-05	GREGORY HORGAN	6-Jul-06	SERGI YUSHCHENKO	24-May-07	CLAUDE BOULLEYRAYE	27-May-08
SALLY ROSENBERG	5-Jan-05	LISA IULO	6-Jul-06	YAZMIN CRESPO	4-Jun-07	JOELLE BRYER	27-May-08
MARIA SOLA	5-Jan-05	JEAN JAMINET	6-Jul-06	JOSHUA DAVIS	4-Jun-07	JULIETTE CEZZAR	27-May-08
TED BROWN	7-Jan-05	GIUDA KELLEN	6-Jul-06	JOHANNA DICKSON	4-Jun-07	NATALIE CHENG	27-May-08
MATT BURGERMASTER	7-Jan-05	JEFF KENOFF	6-Jul-06	ROBERT GARNEAU	4-Jun-07	WARREN CHOW	27-May-08
NIALl CAIN	7-Jan-05	BRIAN MASUDA	6-Jul-06	DAVID GERSTEN	4-Jun-07	LUIGI CIACCIA	27-May-08
BRADLEY HORN	7-Jan-05	STEVEN PEPPAS	6-Jul-06	MATTHEW KURIA	4-Jun-07	THOMAS COGHLAN	27-May-08
WILLIAM KEWORTHY	7-Jan-05	BRUCE QUIGLEY	6-Jul-06	CAIN NALL	4-Jun-07	DAVID CUNNINGHAM	27-May-08
RICHARD STUCKI	7-Jan-05	TIMOTHY RICE	6-Jul-06	BRIAN MANNING	5-Jun-07	PETER DAWSON	27-May-08
CAROL BENTEL	11-Jan-05	JORDAN RUSSELL	6-Jul-06	MIKOLA J SZOSKA	5-Jun-07	JOHN DEBOLL	27-May-08
ERIC GOLDENBERG	11-Jan-05	MEGUMI TAMANAH	6-Jul-06	JOSEPH LENGUNG	26-Jun-07	J.J. FALK	27-May-08
JAMES MERRELL	24-Jan-5	PAT TINE	6-Jul-06	RYAN LUDWIG	26-Jun-07	DAVID FOELL	27-May-08
IVAN PAZOS RAFAEL	24-Jan-5	ENRIQUE VELA	6-Jul-06	LAHRY SHOMA	26-Jun-07	ROBERT FREUDENBERG	27-May-08
JOSEPH VANCE	24-Jan-5	EHMANN WAYNE	6-Jul-06	UTE BESENECKER	17-Aug-07	ROBERT GARNEAU	27-May-08
EDWARD SHENG	25-Jan-5	JUNE WILLIAMSON	6-Jul-06	TIMOTHY COLLINS	17-Aug-07	THEODORE GEORGEEN	27-May-08
MICHAEL ADAMS	2-Mar-05	KEVIN WOLFE	6-Jul-06	CLEMENS HAEUSLER	17-Aug-07	SIMONE GHETTI	27-May-08
VICTOR BODY-LAWSON	2-Mar-05	HENRY TOUNG	11-Jul-06	ERIK KATH	17-Aug-07	PHILIP GLANZ	27-May-08
MILTON CURRY	2-Mar-05	THEODORE GALANTE	26-Jul-06	ALESKEY LUKYANOV	17-Aug-07	SAM HAFEEY	27-May-08
YOLANDE DANIELS "	2-Mar-05	KAJA KUEHL	10-Nov-06	WILLIAM MANGOLD	17-Aug-07	ALEXANDER HARROW	27-May-08
MARIO GOODEN	2-Mar-05	KARI ANDERSON	1-Dec-06	SRIRATAMA PREETI	17-Aug-07	WADE R JOHNSON	27-May-08
RODERICK KNOX	2-Mar-05	ALEJANDRO DURAN	1-Dec-06	MAX SAN JULIAN	17-Aug-07	PETER LEFKOVITS	27-May-08
JACK TRAVIS	2-Mar-05	SUNG KIM	1-Dec-06	GIA WOLF	17-Aug-07	BETH LIEBERMAN	27-May-08
ROBERT WASHINGTON	2-Mar-05	DANIEL HOLGUIN	13-Dec-06	A. ADEGBOYEAGA	24-Sep-07	MAYUR MEHTA	27-May-08
MONTE ANTRIM	18-Mar-05	STEVEN ASARO	3-Jan-07	ANGELA AMOIA	24-Sep-07	DANIEL MERIDOS	27-May-08
URSULA DADRAS	11-Apr-05	FREDERICK BELL	3-Jan-07	JOAN BASSIN	24-Sep-07	BROOK QUACH	27-May-08
ALEXANDER BLAKELY	18-May-05	JUSTIN CAPUCCO	3-Jan-07	VJIA BERZINS	24-Sep-07	TODD R. ROCHE	27-May-08
ERIC DANIELS	1-Jun-05	MARCUS CARTER	3-Jan-07	FRANK CAPONE	24-Sep-07	DOUGLAS W. ROMINES	27-May-08
ALISON DUNCAN	1-Jun-05	ERIK CARVER	3-Jan-07	PETER DORSEY	24-Sep-07	MEHRKHAH ROSE	27-May-08
MICHAEL GALLIN	1-Jun-05	MARIA DI NATALE	3-Jan-07	JANET FINK	24-Sep-07	BYRCE SANDERS	27-May-08
KATHLEEN KULPA	1-Jun-05	LARS FISCHER	3-Jan-07	AMAY GALE	24-Sep-07	SCHROETER SEBASTIAN	27-May-08
SANDRA MCKEE	1-Jun-05	DENBURG FLORIAN	3-Jan-07	FARZANA GHANDI	24-Sep-07	DAVID SMILEY	27-May-08
HEATHER ONEAL	1-Jun-05	PHILIP GIANG	3-Jan-07	WILLIAM HASKAS	24-Sep-07	GRUZDYS SOPHIA	27-May-08
BENJAMIN PELL	1-Jun-05	FANNY GONG	3-Jan-07	ANDREW JACKSON	24-Sep-07	ALLEN STURM	27-May-08
ERIC PICK	1-Jun-05	JOHN GORDON	3-Jan-07	JOHN KATMARIS	24-Sep-07	DARIA SUPP	27-May-08
CELE RADOVANOVIC	1-Jun-05	LAUREN GRAHAM	3-Jan-07	DIANE NEFF	24-Sep-07	LINDMAN TIMO	27-May-08
WILLIAM ROCKWELL	1-Jun-05	WEI NA	3-Jan-07	JAMES PALAZZOLO	24-Sep-07	CHARLES VAN WINKLE	27-May-08
SVEN SCHROETER	1-Jun-05	SHELDON REAVEN	3-Jan-07	JEAN PIKE	24-Sep-07	PETER WALDMAN	27-May-08
PAUL SHURTLEFF	1-Jun-05	GLENN ALLEN	5-Jan-07	BRYON RUSSEL	24-Sep-07	EREL YAEI	27-May-08
DIANE SUSOY	1-Jun-05	ALAN HENSCHEL	5-Jan-07	GARCIA SEBASTIAN	24-Sep-07	CHRISTOPHER YOST	27-May-08
CELESTE UMPIERRE	1-Jun-05	KRIS LEVINE	5-Jan-07	BEN URICH	24-Sep-07	ANTHONY YOUNES	27-May-08
TY KAUL	20-Jun-05	JAY LIM	5-Jan-07	JAMES WIE KE	24-Sep-07	JEFFREY STRAESSEER	2-Jun-08
MARTIN TOMCZYK	22-Jun-05	RODRI GO TISI	5-Jan-07	ALLEN BOLLINGER	25-Sep-07	ERINNON COLON	5-Jun-08
JEON YOUNG-CHANG	22-Jun-05	ROBERT CODY	16-Jan-07	JONATHAN DILLON	25-Sep-07	HARRIS FORD	5-Jun-08
ERIC GERING	9-Sep-05	HARRY GAVERAS	30-Jan-07	LARA APELIAN	5-Nov-07	RICHARD JOHNSON	5-Jun-08
JANE GREENWOOD	9-Sep-05	ROBERT KING	30-Jan-07	ROBYNE KASSEN	12-Nov-07	MEGAN CHUSID	6-Jun-08
GUNDULA PROKSH	9-Sep-05	PATRICIA KNOETGEN	30-Jan-07	ANDREW PINGLE	3-Dec-07	ANNISIA CIALONE	6-Jun-08
WIRE SZABO	9-Sep-05	SHIRLEY LEONG	30-Jan-07	MICHAEL YOUNG	3-Dec-07	NATALIE FIZER	6-Jun-08
ANDREW C. KLAMON	15-Nov-05	LIDIA PENNIS	30-Jan-07	ANN REARDON	10-Dec-07	JOHN GREBEN	6-Jun-08
BEVERLY SPENCER	21-Dec-05	FRANK RUCHALA	30-Jan-07	CATHI MANKOWSKI	12-Dec-07	JOSEPH HABERL	6-Jun-08
REBECCA ASCHER	5-Jan-06	MARIO TESORIERO	30-Jan-07	SOO KIM	17-Dec-07	KEVIN KEATING	6-Jun-08
ANGELYN CHANDLER	5-Jan-06	BRIAN VLADOVICH	30-Jan-07	IAN ATKINS	20-Dec-07	KENNETH KRAUS	6-Jun-08
CHIP DEBELIUS	5-Jan-06	MICHAEL WETSTOYE	30-Jan-07	SEAN HIGGINS	20-Dec-07	MARK LAWRENCE	6-Jun-08
BONNIE HARKEN	5-Jan-06	BRAD BURNS	31-Jan-07	JOHN KARLYNNIS	20-Dec-07	TERRI LEE	6-Jun-08
PAUL KURLIN	5-Jan-06	IAN COLBURN	31-Jan-07	J. KIRSCHENFELD	2-Jan-08	ETHAN LU	6-Jun-08
CARLOS RODRIGUEZ	5-Jan-06	BRIGITTE COOK	31-Jan-07	JOHN LOUGHRAN	2-Jan-08	HOLLY LUTTRELL	6-Jun-08
NICHOLAS RONDERS	5-Jan-06	RON ENG	31-Jan-07	DAN NATION	2-Jan-08	KARL MASCANCIHAS	6-Jun-08
JAMES RUSSELL	5-Jan-06	JA GIAGODAKIS	31-Jan-07	AMILA SAUHBASIC	2-Jan-08	STEPHEN YABLON	6-Jun-08
NOAH YAFFE	5-Jan-06	YUGA IGARASHI	31-Jan-07	YUE ZHOU	2-Jan-08	JOAQUIN BONIFAZ	6-Jun-08
SIDNEY BLANK	25-Jan-06	BORO IGNATOV	31-Jan-07	KEN BAINTON	3-Jan-08	MARINO CIMATO	10-Jun-08
TILL BOETTGER	25-Jan-06	ESRA KAHVECI	31-Jan-07	G. PETRUCELLI	3-Jan-08	JULIE HIROMOTO	10-Jun-08
STYLIJA NI DAOUTI	25-Jan-06	M. KOBAYAKAWA	31-Jan-07	MICHAEL HEMING	3-Jan-08	JOHN LACY	10-Jun-08
LAURA HEIM	25-Jan-06	ARSENIO LONGO	31-Jan-07	WILLIAM LA RICHE	3-Jan-08	MANDY LeBOEUF	10-Jun-08
MICHAEL KOKORA	25-Jan-06	GEORGE SHOWMAN	31-Jan-07	MARK MALJANIAN	3-Jan-08	JAMES MALLOEY	10-Jun-08
JAMES MANOUSOFF	25-Jan-06	JAMES SIMPSON	31-Jan-07	MAGDALENA MROZ	3-Jan-08	JACK OVADIA	10-Jun-08
BRIAN MCGRATH	25-Jan-06	KEN TRACY	31-Jan-07	KAREN PELLELLA	3-Jan-08	BRADLEY SAMUELS	7-Jul-08
MITCHEL LEVY	9-Feb-06	OSVALDO VALDES	31-Jan-07	PETER CHO	15-Jan-08	DENNIS GEORGE	22-Jul-08
NICHOLAS KAZALAS	15-Mar-06	KENNETH FRAMPTON	5-Feb-07	CATALIN DOBRE	15-Jan-08	YUTAKA TAKURA	22-Jul-08
MICHELLE REEB	15-Mar-06	JENNIFER LEONE	5-Feb-07	SARGENT GARDINER	15-Jan-08	YAN WANG	25-Jul-08
PETER CARADONNA	7-Apr-06	GEORGE R O'IVAN	13-Feb-07	DAVID GRATTI	15-Jan-08	RICHARD GARREY	5-Aug-08
TURNER BROOKS	11-Apr-06	GIL ROBERTO	13-Mar-07	MICHAEL HAVERLAND	15-Jan-08	TEMITAYO SHAJIYIGBE	5-Aug-08
STEPHEN POTTERS	11-Apr-06	AYEEN ANASTAS	26-Mar-07	JEFFREY JOHNSON	15-Jan-08	IDO NISSAN	14-Aug-08
MARSHALL BERMAN	25-Apr-06	KAMI KU	26-Mar-07	FREDERICK KAHL	15-Jan-08	JENNIFER CARRUTHERS	27-Oct-08
CHRISTINE BOYER	25-Apr-06	DAN MISRI	26-Mar-07	SCOTT KIRKHAM	15-Jan-08	SUSAN DIMOTTA	14-Nov-08
DAVID HARVEY	25-Apr-06	RAFFAELE RAZZANO	26-Mar-07	DAISUKE NAGATOMO	15-Jan-08	NINA MON	17-Nov-08
LAURA KURGAN	25-Apr-06	LISA TANNENBAUM	26-Mar-07	LUIZ CARLOS ALVES	15-Jan-08	K. ROSENBERGER	17-Nov-08
BRENDON MORAN	25-Apr-06	ENRIQUE WALKER	3-Apr-07	ELISABETTA TERRAGNI	15-Jan-08	JOSEPH ZAPPULLA	17-Nov-08
MICHAEL SORKIN	25-Apr-06	JENNIFER GRAY	16-Apr-07	MARK DWYER	8-Jan-08	LAURA MERCURIO	24-Nov-08
MARGARET MATZ	1-May-06	Yvonne V Veendael	17-Apr-07	MICHAEL RIBANYI	15-Jan-08	FALLON LOBEDOWICZ	4-Dec-08
HARRY TOUNG	11-May-06	PHIL ROSSILLO	20-Apr-07	HANNAH PURVIS	18-Jan-08	KARIN BACON	19-Dec-08
IRENE CHENG	7-Jun-06	CHRISTINA GOBERNA	10-May-07	BYUNG PARK	22-Jan-08	CHRISTOPHER EIDT	19-Dec-08
BOB LABAW	7-Jun-06	LYNN HERBERT	14-May-07	ALMA NUGENT	26-Feb-08	KYLE PAGE	19-Dec-08
JOANNA MERWOOD	7-Jun-06	THOMAS BAYER	16-May-07	LISA LULLO	3-Mar-08	KWAN LEE PING	19-Dec-08
CHRIS ANDREACOLA	6-Jul-06	DONALD ALBERT	23-May-07	STEPHEN LESSER	10-Mar-08	MICHAEL SZIVOS	19-Dec-08
STEPHEN ASARO	6-Jul-06	CYNTHIA BARTON	23-May-07	SOPHIA GRUZZDYS	28-Mar-08	BERYL THURMAN	19-Dec-08
STUART BASSECHES	6-Jul-06	FABIAN BIRGFELD	23-May-07	ANDREW BURDICK	31-Mar-08	ANTHONY TONG	19-Dec-08
LAURENBRADY	6-Jul-06	SHARON GENDEN	23-May-07	MICHAEL CATALANO	31-Mar-08	WARD VERBAKEL	19-Dec-08
BROWNWYN BREITNER	6-Jul-06	THOMAS KOSBAU	23-May-07	CAMILLO CERRO	18-Apr-08	JOHN MCINNIS	23-Dec-08
CHRISTINA BRUNCATI	6-Jul-06	SERA BALDWIN	23-May-07	JESUS COLAO	18-Apr-08	EDVIN STROMSTEN	23-Dec-08
GERALD CALIENDO	6-Jul-06	CATHERINE FAST	24-May-07	TIMOTHY LINDMAN	18-Apr-08	KIYOE TAKADA	23-Dec-08
IAN CARMOW	6-Jul-06	JOSEPH GALLINARO	24-May-07	CHRIS MAURER	18-Apr-08	JANA VAN SINGEL	23-Dec-08
HENRY CLARK	6-Jul-06	DARRIN KRUMPUS	24-May-07	EMILY KIRKLAND	21-Apr-08	ADEL BAGLI	5-Jan-09
RYAN COLE	6-Jul-06	CHARLES MATZ	24-May-07	NORIS DAVIDSON	22-Apr-08	N. FORMICKELLA	5-Jan-09
KONYIC CRAIG	6-Jul-06	THOMAS O'CONNOR	24-May-07	JORGE PRADO	22-Apr-08	EDWARD FRIEDMAN	5-Jan-09
FRANCISCO D LA CRUZ	6-Jul-06			SILVA AJEMIAN	23-Apr-08	KIRT HOLMBLAD	5-Jan-09

Richard Meier Architect in Conversation w/ Judith DiMaio

Tuesday March 11, 2010, 6:30pm

Richard Meier

NYIT Manhattan Campus, Broadway Theatre

Idea About Synagogue

Tuesday March 16, 2010

Johnathan Freidman

NYIT Old Westbury Campus, de Seversky Center

Ricardo Porro

Thursday April 22, 2010

NYIT Old Westbury Campus, de Seversky Center

CEU MARTINEZ	8-Jan-09	SHIN NISHIGAKI	22-Apr-09	LAUREN SCHLESINGER	25-Jun-09	JAMES GILHOOLY	6-Jan-10
GEOFFREY MIDDLEEER	8-Jan-09	JACOB NISHIMURA	22-Apr-09	KARIM EL-TANAMLI	14-Jul-09	NINA GOTTLIEB	6-Jan-10
ERICA CHAN	13-Jan-09	DANIEL RICHMOND	22-Apr-09	TERESA JAN	6-Aug-09	BRIDGETTE GOTTIEB	6-Jan-10
CHRIS MECHALEY	13-Jan-09	ROBERT VUJOSEVICH	22-Apr-09	ANDRE SCHMIDT	6-Aug-09	MICHELE GRELLA	6-Jan-10
KAHN NASIQ	13-Jan-09	CRISTINA ARBELAEZ	27-Apr-09	SCOTT STEFFES	6-Aug-09	LESLIE HANSON	6-Jan-10
MARY NEFF	13-Jan-09	STEVE CHEN	5-May-09	CHRISTOPHER BARKER	11-Aug-09	JENNIFER ISESON	6-Jan-10
MARGARET NEWMAN	13-Jan-09	ANCA VASILIU	7-May-09	JENNIFER TURNER	12-Aug-09	LARA KAILAN	6-Jan-10
SOD YOUNG OH	13-Jan-09	JASON ATKINS	20-May-09	FARIAH CHOUDHARY	1-Oct-09	OLYMPIA KAZI	6-Jan-10
DAIBI ROJAS	13-Jan-09	CEDRIC CORNU	20-May-09	MARC FABRIS	1-Oct-09	JOHN KEVLON	6-Jan-10
JAMES ROJAS	13-Jan-09	DAWN DELANEY-ENOS	20-May-09	MAKI MATSUBAYASHI	15-Oct-09	CRAIG KONYK	6-Jan-10
ERIC ROTHFEDER	13-Jan-09	KELLEN GODA	20-May-09	FALLON LEBEDOWICZ	28-Oct-09	SHOMA LAHIRY	6-Jan-10
CARLA SWICKERATH	13-Jan-09	ATHANSIOS HARITOS	20-May-09	FRANCIS PALIOTTA	28-Oct-09	ROBERT LANE	6-Jan-10
DAVID TASMAN	13-Jan-09	MALAIKA KIM	20-May-09	KRISTINA SANSSOTTA	28-Oct-09	DANIEL LAWLER	6-Jan-10
JONGHYUN BAEK	14-Jan-09	JULIA MOLLOY	22-May-09	BRAYAN SILVA	28-Oct-09	MICHAEL LEOCATA	6-Jan-10
SCOTT HAGAN	14-Jan-09	AARON NAVEH	22-May-09	ROBERT TILDEN	28-Oct-09	BARBARA LITTENBERG	6-Jan-10
VERONICA BARROW	21-Jan-09	PHILIP PANDOLFI	22-May-09	M. WASNEVSKY	28-Oct-09	TOHIMA BHUTYAN	20-Jan-10
DANIEL GILLEN	21-Jan-09	JI-HWAN PARK	22-May-09	EMILY ANDERSEN	5-Nov-09	ADAM DAYEM	20-Jan-10
DOUGLAS KAWANO	21-Jan-09	BENJAMIN PORTO	22-May-09	GEORGE CUMELLA	5-Nov-09	MICHAEL FREEDMAN	20-Jan-10
ALAN KUSOV	21-Jan-09	JONATHAN REO	22-May-09	Bryce deReynier	5-Nov-09	RICHARD GIBNEY	20-Jan-10
NICHOLAS LEAHY	21-Jan-09	THOMAS RYAN	22-May-09	EVA HELP	5-Nov-09	FIDELIA HAWNEY	20-Jan-10
NICOLE CASEY	27-Feb-09	JORDI SAFONT-TRIA	22-May-09	JESICKA LABUD	5-Nov-09	MISHI HOSONO	20-Jan-10
CHUCK HOBEAMAN	13-Mar-09	MATTHEW STOFEN	22-May-09	MINYOUNG SONG	5-Nov-09	MATTHEW KANEWSKE	20-Jan-10
ERIC HEULER	15-Apr-09	BRIAN TABOLT	22-May-09	KATE HANENBERG	24-Nov-09	THORSTEN KIEFER	20-Jan-10
HEATHER KORB	15-Apr-09	JONATHAN WALSTON	22-May-09	VICTORIA MARSHALL	1-Dec-09	JANE KIM	20-Jan-10
ALICEA VENESA	15-Apr-09	JEFF WANDERSMAN	22-May-09	ADAM WEINTRAUB	11-Dec-09	DAN LANSNER	20-Jan-10
JUAN ALAYO	16-Apr-09	CARL H USER	10-Jun-09	TAHIR DEMIROGLOU	14-Dec-09	SHLOMIT LEVAN	20-Jan-10
NARINDER CHABRA	16-Apr-09	MARIA VILLALOBOS	19-Jun-09	JEFF JORDAN	14-Dec-09	THOMAS LOZADA	20-Jan-10
SAH DUFALUX	16-Apr-09	MICHAEL MANFREDI	24-Jun-09	PHILIP MONASTERO	4-Jan-10	ROBERT MARINO	20-Jan-10
AARON FOREST	16-Apr-09	CALEB MULVENA	24-Jun-09	EMILY MOTTOLSE	4-Jan-10	MICHAEL PIPER	20-Jan-10
CARLYLE FRASER	16-Apr-09	RICHARD ROUHE	24-Jun-09	STEVEN PETERSON	4-Jan-10	CARLENE RAMIUS	20-Jan-10
MARK GARDNER	16-Apr-09	ADITA SHAH	24-Jun-09	JACQUELINE PEZZILLO	4-Jan-10	MICHAEL SPERONZA	20-Jan-10
ROGER GOODHILL	16-Apr-09	DAVID G. SHANE	24-Jun-09	JOHN SCHLUETER	4-Jan-10	MICHAEL SZERBATNY	20-Jan-10
MICHAEL CHEN	17-Apr-09	EVAN SUPCOFF	24-Jun-09	JOSEPH SERRINS	4-Jan-10	GRETA WEIL	20-Jan-10
SUZANNE FRANK	20-Apr-09	EIRINI TSACHRELIA	24-Jun-09	T. VAN DEN BOUT	4-Jan-10	GENNA WEINER	20-Jan-10
FRANCOIS NICOLAS	20-Apr-09	VIVIAN WANG	24-Jun-09	MARK VETTER	4-Jan-10	JENS HOLM	25-Jan-10
JERRI SMITH	20-Apr-09	KIMBERLY BROWN	25-Jun-09	TIJANA VUJOSEVIC	4-Jan-10	PHILIP KLUGMAN	25-Jan-10
LYSANNE WILLIAMS	20-Apr-09	LUIS BUSTAMANTE	25-Jun-09	MIRIAM WALTZ	4-Jan-10	LEE ALTMAN	2-Feb-10
SHAMANE ANIKET	21-Apr-09	JOHAN CHUNG	25-Jun-09	ERNESTO BACHILLER	6-Jan-10	JONAS COERSMEIER	2-Feb-10
BARBARA MISHARA	21-Apr-09	PENGZHAN DU	25-Jun-09	ANDREW BERMAN	6-Jan-10	MARTINA DECKER	2-Feb-10
MAX SANJULIAN	21-Apr-09	GRAEVE ECKART	25-Jun-09	BRENT BUCK	6-Jan-10	TAKA SARUI	2-Feb-10
HAGEN SCUTT	21-Apr-09	RONALD EVITTS	25-Jun-09	TAEWOOK CHA	6-Jan-10	GREGORY HALEY	8-Feb-10
PHILIP VON DAIWIG	22-Apr-09	ROLAND FLORES	25-Jun-09	ASLI DAGLIOGLU	6-Jan-10	JENNIFER KEARNS	12-Feb-10
MARY MCOLEO	22-Apr-09	CLAUDIA HERASME	25-Jun-09	JASON DANNENBERG	6-Jan-10	VICTOR SCHWARZ	16-Feb-10
LATOYA NELSON	22-Apr-09	NASIG KHAN	25-Jun-09	ROWAN GEORGES	6-Jan-10		

I.2.1.c.4 Exhibitions

The NYIT has public exhibition venues in Manhattan at 1855 Broadway and 16 West 61st Street and in Old Westbury at Midge Karr and Education Hall, Exhibitions to which faculty, student and staff from the School of Architecture and design have contributed include:

Creating with Technology, NYIT Faculty and Staff exhibition, January 26-February 23, 2006

Art of the Mind and Body, Contributions from NYCOM Faculty, staff and students, March 2 – April 6, 2006

International Contemporary Furniture Fair (ICFF), Solar Decathlon, May 20 - 23, 2006

Student Thesis Exhibition, Education Hall May 15-June 30th, 2006.

Architectural Collages and Paintings on Vellum, work by the students of Professors Elie Gamburg and Jamie Palazzolo, September 21 – October 12, 2006

Silkscreens, Animations and Bytes, student work with Professors James DeWoody, Rodney Zagury and Patty Wongpakdee, October 19 – November 9, 2006

WAR, selected impressions by NYIT faculty and staff, November 16-December 14, 2006

Urban Disobedience: The Work of Santiago Cirugeda" 2006

"In-formation - The Work of Frederic Levrat" 2006

Year End Studio Exhibition, 1855 Broadway, Dec. 15-30, 2006.

"Common Room" 2007

Clay, Pigment, Paper and Graphite; Angela Amoia, Nicholas Bloom, Timothy Collins, Jeffrey Hoppa, Vera Manzi-Schatz, Margaret Newman, Thaddeus Radell, Deborah Tint, January 25 – March 1, 2007

NYIT Global Portraits, Manhattan, Old Westbury, Bahrain, China, March 8 – April 12, 2007

Student Thesis Exhibition, Education Hall May 15-June 30th, 2007

Computer Graphics and 3-D Animation, by the students of Yuko Oda, Deborah Tint, and Rozina Vavetsi, September 13 – 27, 2007

The Education of an Architect, by the students of Professors Jeremy Barbour, Lars Fischer, James Ke and Jamie Palazzolo, October 4 – 21, 2007

NYIT Bear Hug Club Auction, November 29-December 4, 2007, (raised funds for Children International)

Year End Studio Exhibition, 1855 Broadway, Dec. 15-30, 2007

Exhibition Red, NYIT Faculty and Staff exhibition, February 14-February 29, 2008

A Soldier's Eye, Photographs by Dr. Michael DiMaio, Europe 1944-1945, March 6 – April 11, 2008

Student Thesis Exhibition, Education Hall May 15-June 30th, 2008

Architects on Holiday, Student sketchbooks, Gallery 61, May 17-September 4, 2008

Student Work in Animation, Communication and Fine Arts, September 18 – October 9, 2008

Artistic Visions; James DeWoody, Phillip Hopper, Erin O'Keefe, October 16-November 20, 2008

NYIT Bear Hug Club Charity Auction, December 4, 2008 (raised funds for the Central Asia Institute, Greg Mortenson's foundation which educates children in remote areas of Pakistan and Afghanistan)

Year End Studio Exhibition, 1855 Broadway, Dec. 15-30, 2008

Works on Paper, Hannes Brunner, Charles Matz, Jean Pike, December 11, 2008 – January 29, 2009

Deployment Iraq, Correspondence and photographs by Henry Chin-Hong, NYIT adjunct Professor, February 5-27, 2009

Animal Magnetism, A group exhibition of NYIT faculty, staff and guest artists, March 5-April 2, 2009

Student Thesis Exhibition, Education Hall May 15-June 30th, 2009

New York, New York, Pasta Bridges and Paintings by the students of Professors William Martin and James DeWoody, May 14-September 10, 2009

Picasso Recycled, Student work from NYIT's Vocational Independence Program and photographs by William Lawrence and Richard Massie, September 17 – October 8, 2009

Model as Object and exhibition of work by students in the NYIT School of Architecture and Design, October 15-November 19, 2009

Year End Studio Exhibition, 1855 Broadway, Dec. 15-30, 2009

Collages (1936-2009) Balcomb Green (1904-1990), Francis Hamabe (1917-2003), Anne Ryan (1889-1954), Charmion Von Wiegand

(1896-1983) and invited artists, November 24, 2009 – January 8, 2010

Clay City Dreams: Wood and Paper, Nicholas Bloom, Donise English, Jayne Hertko, Sook Jin Jo, January 14-February 18, 2010

Spring Awakening, a group exhibition of Maine and New York artists, March 4-29, 2010

Ricardo Porro, work and drawings, Thursday April 22, 2010 – May, 2010

Idea About Synagogue, Tuesday March 16, 2010- May 15, 2010. Johnathan Freidman

Student Thesis Exhibition, Education Hall May 15-June 30th, 2010

I.2.1.d. Support to attend meetings of student organizations and honorary societies

The above referenced NYIT Student Government Association and the School of Architecture and Design system of faculty advisors and alumni support students in attending meetings of student organizations and honorary societies. The Student Government Association supplies operating expenses for student clubs. The School sponsors trips to conventions and club field trips such as a trip to Falling Water and many AIAS conventions. The Friends of NYIT School of Architecture and Design (FONSAD) sponsored AIAS trips to the AIAS and AIA conventions. The Solar Decathlon efforts were sponsored by the School and the university.

I.2.2 ADMINISTRATIVE STRUCTURE and GOVERNANCE

I.2.2.a NYIT Administrative Structure

NYIT is a private non-profit institution chartered in 1955 by the Board of Regents of the State of New York. The NYIT Board of Trustees is the final governing body of the institution. Its duties include fiduciary oversight and leadership in planning, assessment, integrity, and support of necessary resources. According to the By-Laws, the board must consist of no fewer than 12 and no more than 25 members. At present, 16 voting members serve on the board, including NYIT's current president, the chief executive officer of the institution. The president of NYIT, Dr. Edward Guiliano, is the chief executive officer and one of five corporate officers of NYIT. He is the central spokesperson for the institution and provides leadership for the New York, global, and online campuses.

The university is organized into divisions: Academic Affairs (including the school of Architecture & Design Arts & Sciences, Education, Engineering, and Management as well as the office of global academic programs, the libraries, and registrar functions); Health Sciences and Medical Affairs (including the school of Health Professions and the New York College of Osteopathic Medicine); Enrollment, Communications and Marketing; Development (includes alumni affairs); Financial Affairs; Information Technology and Infrastructure; Legal Affairs (including human resources); Planning and Assessment; and Student Affairs. The Office of Legal Affairs is headed by NYIT's general counsel, while the other units are headed by vice presidents. (See Figure #I.2.2.a.1 and #I.2.2.a.2: NYIT Organization Chart and Figure # I.2.2.a.3: Academic Affairs Organization Chart which houses the accredited program).

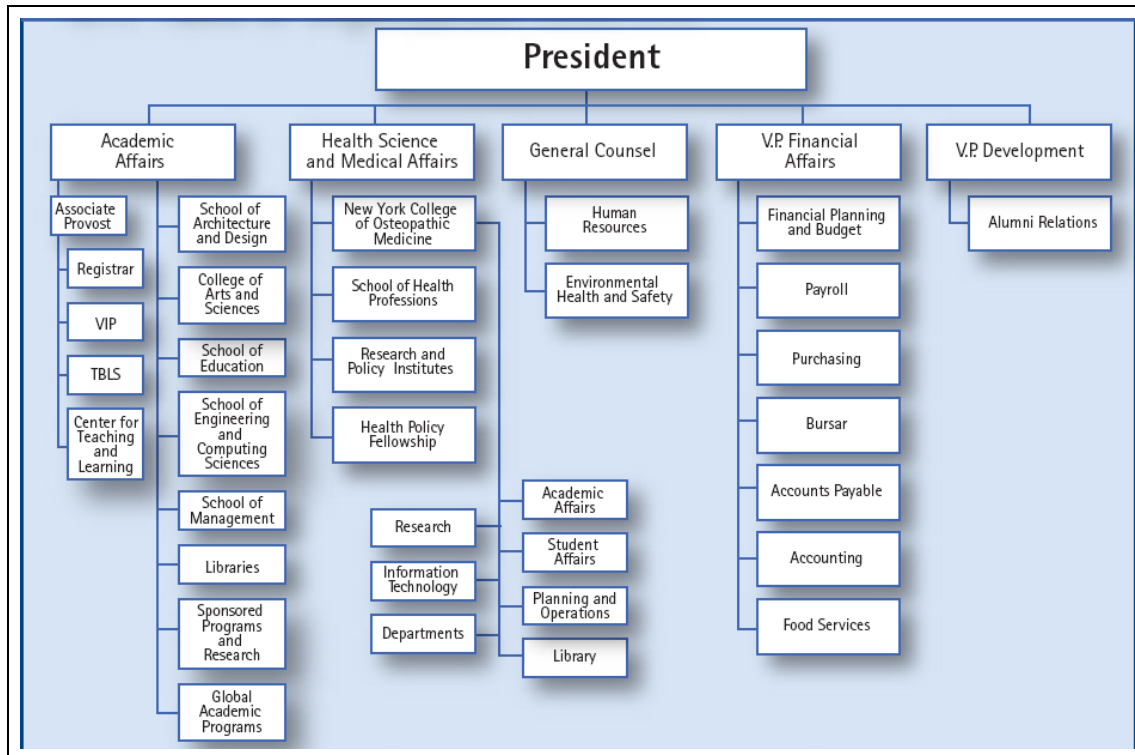


Figure # I.2.2.a.1: NYIT Organization Chart

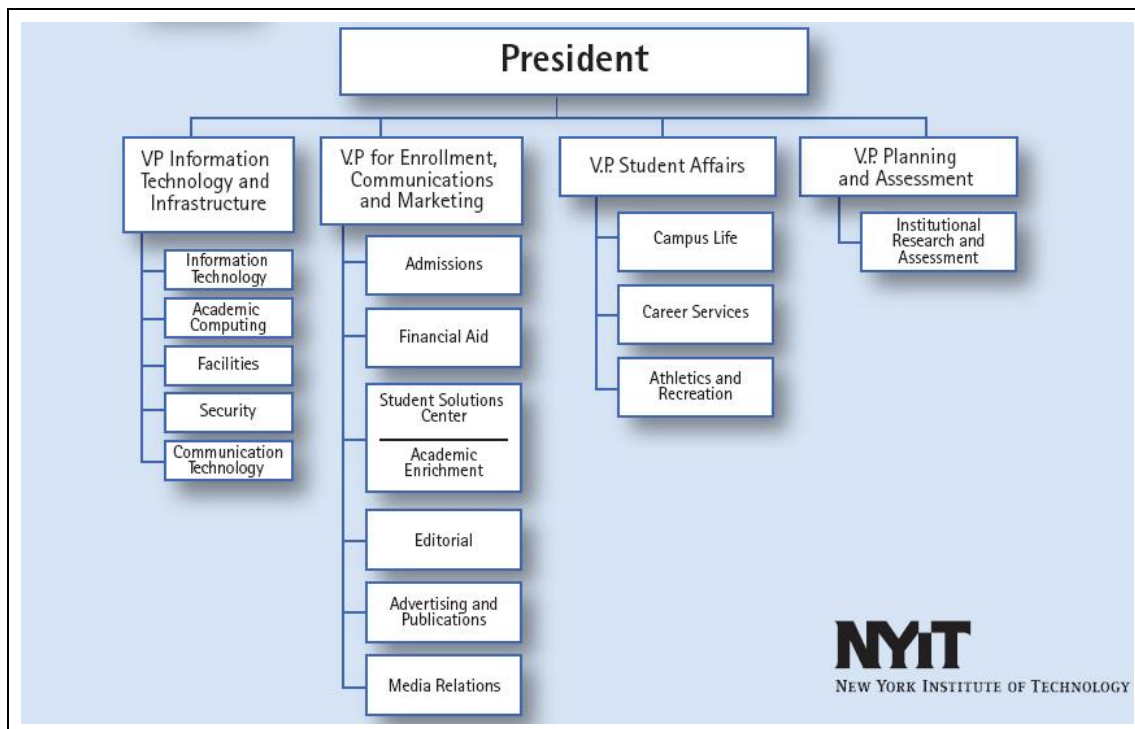


Figure # I.2.2.a.2: NYIT Organization Chart

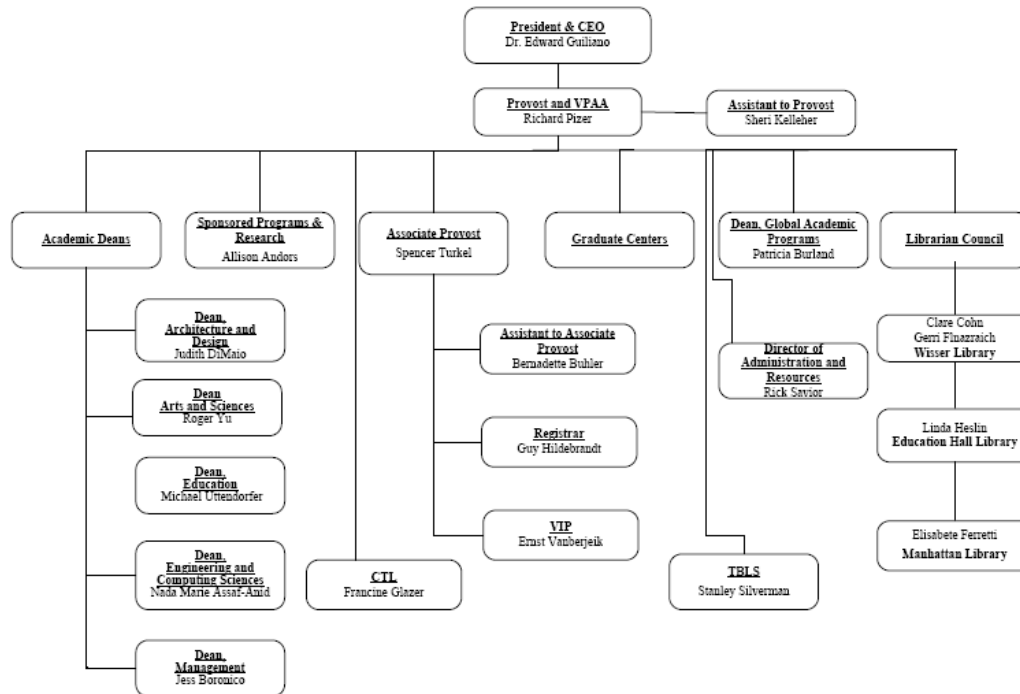


FIGURE # I.2.2.a.3: Academic Affairs Organization Chart

I.2.2.b NYIT Academic Senate

The NYIT Academic Senate is comprised of faculty, professional staff, students and administrators, the numbers of which are determined by the constitution. It acts as an advisory body to the institution, assists in setting policy in the areas of academic standards, admissions, curricula, budget, institutional development, communications, calendar, and educational technology, and provides a venue for constituencies to exchange ideas within the NYIT community. The senate Executive Committee is responsible for setting agendas, committee appointments, and referring proposals to the full senate. Faculty seats from each academic school are allocated according to a formula specified in the NYIT-AAUP Collective Bargaining Agreement (the School of Architecture and Design was allocated 5 senate seats in 2009-2010 and will have the same number in 2010-2011).

Proposals come to the Executive Committee and the full senate via 10 senate committees: Admissions and Academic Standards; Assessment; Budget, Finance, and Resource Allocation; Calendar; Communication; Constitution; Curriculum; Educational Technology; Executive; and Institutional Development and Library Systems. Some committees are limited to senate members; most welcome participation from all members of the NYIT community; architecture faculty are active members of all committees except Budget, Finance and Resource Allocation whose meetings are closed and whose membership is limited by constitution.

A senate web site publishes committee information, minutes, roster of senators, the constitution, proposals, and other relevant information for the NYIT community. Faculty senators, elected at opening meetings of their academic schools in September, serve 2-year terms; administrative senators are appointed each year

I.2.2.c Student Government

The Student Government Association (SGA) at NYIT's campuses advocates for students with the administration; provides funding to student organizations and clubs; develops programs for the general student population; and represents NYIT at open houses, orientation, and other events. By constitution,

SGA officers consist of president, vice president, secretary, and treasurer, elected by the general student body. The makeup of senators and representatives differs slightly by campus. In 2006, the SGA presidents in Old Westbury and Manhattan were made voting members of the NYIT Academic Senate and asked to present regular reports.

I.2.2.d School of Architecture and Design

The School of Architecture and Design operates at both the Old Westbury and Manhattan campuses. The departments at Old Westbury and Manhattan include an Architecture chairperson at each location, a chairperson for Interior Design at Old Westbury and a Director for the post professional Masters of Architecture in Urban and Regional Design program. The Dean has offices at both locations. The organization of the school is shown in Figure # I.2.2.d.1 below.

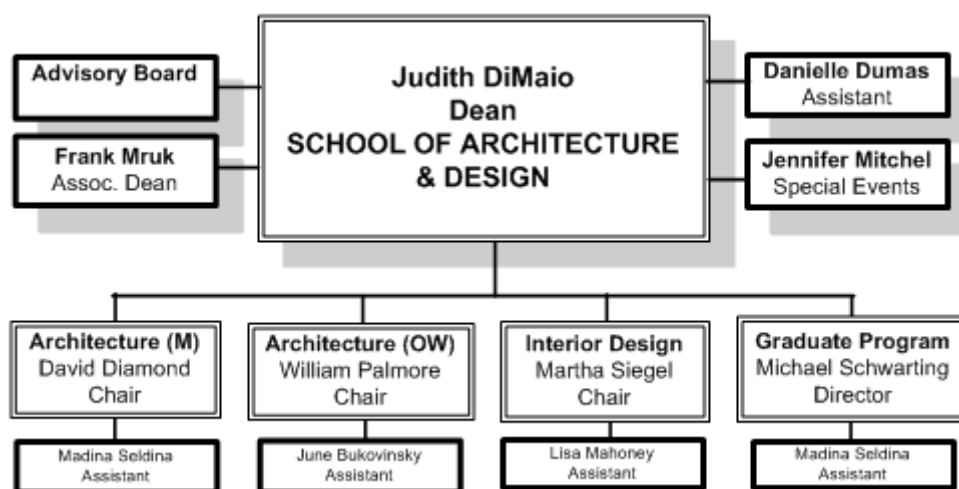


FIGURE # I.2.2.d.1: School of Architecture and Design Organization Chart

Over the last two years, the School of Architecture and Design has had 26 full-time and 120 part-time faculty members, exclusive of those teaching in Interior Design, teaching in the program. The School offers the Associate in Applied Science in Architectural Technology, a Bachelor of Science in Architectural Technology, a Bachelor of Architecture, a Bachelor of Fine Arts in Interior Design and a Master of Architecture in Urban and Regional Design degrees.

I.2.2.e School of Architecture and Design: Deans Office

The Dean's office directs school operations and reports to the university provost in the Office of Academic Affairs. Academic units within the school include the department of Architecture, the department of Interior Design, the graduate program in Urban and Regional Design, and Interior Design programs at NYIT locations in Abu Dhabi and Bahrain. The dean is responsible for developing and implementing school-wide policy assisted by the associate dean and chairpersons. These responsibilities are also supported by the associate dean, administrative assistants and a special events coordinator.

I.2.2.f Advisory Board

The Advisory Board serves at the request of the dean. The Advisory Board participates in the fund-raising activities of the school and advises the dean on issues in the school and in the profession.

I.2.2.g Chairpersons

Chairpersons review the assessment of student learning and development of plans for continuous improvement from the curriculum co-coordinators. Chairpersons are also responsible for supervising their faculties, studios, CAD Labs, Fabrication Labs, hiring adjunct faculty, scheduling academic offerings, administration of academic and institutional policies, coordination with registrar and open houses, and overseeing aspects of the academic program and student advisement.

I.2.2.h Curriculum Co-Coordinators

Every major discipline within the curriculum has co-coordinators who are responsible for, each year, evaluating the effectiveness of those courses based on reviewing student work against desired course and program outcomes and initiating subsequent dialogue among the faculty about problems and possible solutions. Most co-coordinator positions are held by full time professor-adjunct professor partnerships in an attempt to develop ongoing leadership in the school. Each year syllabi are reviewed to improve student learning outcomes with the assistance of other faculty members teaching within the discipline. In addition to revising the syllabi for application on both campuses, the curriculum coordinators monitor the work done to assure compliance with the methods, objectives, and outcomes desired. Any substantial changes or ideas for new courses or programs are brought before the entire faculty through the school, then university, curriculum committees and the university Academic Senate. One of the school committees referred to in the next section, the Curriculum Committee is responsible for formally reviewing and recommending changes to curricula, introducing new courses or programs, proposing standards and evaluation criteria, and formulating requests for changes to academic policy.

I.2.2.i School Personnel Committee

The NYIT-AAUP contract stipulates the formation of School Personnel Committees (SPC) whose primary tasks are to search for and evaluate candidates for full-time appointment and sabbatical leave and to conduct the initial review of candidates for retention, promotion and tenure. The contract defines committee size and criteria for membership and sets forth certain procedures to be followed. The SPC reports findings and recommendations to the dean.

I.2.2.j Decision Making and School Committees

The principal administrators of the school (the dean, associate dean and the chairpersons), meet regularly and frequently with students and faculty. Information and academic/curricular policy flow from the Dean to the chairpersons, to the coordinators and committees, to the faculty, and to the students; concerns and feedback from students and faculty to administrators. More formally, faculty governance committees chaired by full-time faculty, meet at least twice a semester to discuss issues that arise and to formulate, recommend and carry out initiatives to help meet institutional, school, and program goals and objectives. These committees are required to have a minimum of one student (except the School Personnel Committee) and one adjunct professor. School committees are:

- School Personnel Committee
- Curriculum Committee
- Technology Committee
- Exhibition Committee
- Library Committee
- Summer Abroad Committee
- Website Committee
- Alumni Relations Committee
- Facilities Committee
- Publications Committee
- Student Life Committee
- Life Long Learning Committee
- Admissions Committee
- Masters Degree Committee
- NAAB Steering Committee
- Structures Committee
- BIM Committee

I.2.3 PHYSICAL RESOURCES

I.2.3.a Old Westbury

Opening its doors to students in 1964 and comprising hundreds of wooded and landscaped acres, the Old Westbury campus is developed around the nucleus of the former C. V. Whitney estate and includes several former North Shore estates.

<http://www.nyit.edu/images/uploads/about/Map-Old-Westbury.pdf>

I.2.3.a.1 Education Hall, G2 on the map, is situated at the southern end of the Old Westbury campus. The 543-foot-long structure was the former stable of the Whitney estate and was converted into studio and classroom use in 1966. The school occupies approximately 51,000 s.f., housing the Old Westbury portion of the School's administrative offices, a library, computer labs, studios, exhibit space, offices, fabrication lab and cafeteria.

Office space: At Old Westbury, there are a total of seven rooms devoted to office space for full-time and adjunct faculty. The chairs and administration assistants office of the school is located at Old Westbury in Education Hall in an L-plan around the Center Gallery and the newly renovated dean's office (2009) is located across from the exhibit space. Student organization offices are located on the 2nd Fl.

Studios: Old Westbury contains design studios of varying sizes and configurations. Students beyond the first year have dedicated workstations. These studios are allocated by individual preference as enrollment permits. Fifth year BARCH students are guaranteed individual studio space in the Thesis Studio. The studios are open 24 hours during the semester and are card accessed.

Classrooms: Education Hall has 15 classrooms dedicated to supporting and encouraging didactic and interactive learning. An additional 4 classrooms are in the nearby Midge Karr building are also used. Two classrooms (rooms 102-103) in Education Hall are scheduled for renovation in fall 2010.

Technology Labs: Education Hall possesses computer facilities exclusively for use by the School of Architecture and Design: a dedicated computer teaching classroom, an open-access student computer lab, a dedicated computer design studio and an open-access plotting room.

Library: The Architecture and Fine Arts Library on the Old Westbury campus is located in Education Hall. The library underwent two renovations since 2004.

Fabrication Lab: Education Hall has a fabrication lab accessible to students which is under the direction of a manager who serves as lab director, and teams of part-time student assistants. This lab underwent renovation to accommodate new laser cutting and 3D prototyping equipment in 2009.

Exhibition and Jury Space: At Old Westbury, juries are generally conducted in the design studio classrooms and in the corridor display areas or the 2nd floor jury area. Juries also use the Center Gallery exhibition space or the cafeteria dining area. For large competitions or special juries, the de Seversky Center or the Midge Karr building can be used. Exhibits are held in the Center Gallery exhibition space on the first floor. Small and daily exhibits are installed along both walls on the first floor of the east wing.

I.2.3.a.2 David G. Salten Hall, houses the college bookstore, student lounge, library storage area and lecture rooms that combine to form a 400-seat auditorium.

I.2.3.a.3 Harry J. Schure Hall, a 90,000-square-foot, three-level structure in an academic complex on the north campus—houses the easily accessible Enrollment Services Center (the offices of the registrar, financial aid, and bursar). In addition, there are classrooms, engineering laboratories, a 125-seat auditorium equipped with full audiovisual facilities and faculty offices. The building also houses 4 state-of-the-art "Distance Learning" classrooms (to connect people at different locations into one class or

meeting), 1 open access lab, 4 computer classrooms, 2 smart classrooms and 1 open access engineering computer lab.

I.2.3.a.4 The Midge Karr Fine Arts Design Center accommodates fine arts and interior design programs, and is used for some architecture courses, research, and events. The 9,300-square-foot, bi-level addition houses six studios, including two design, two electronic imaging, one painting, and one photography studio, a print shop, laser cutting and computer lab equipment and auditorium. A gallery corridor (by NYIT architecture professor Fred Bentel) connecting both buildings features glass windows reaching from floor-to-ceiling, allowing student work to be viewed from the road. A separate sculpture studio for large-scale projects is nearby. The materials library and School of Architecture and Design lighting lab (new in 2009) which supports student research is also in this building.

I.2.3.a.5 The Student Activity Center for dining, recreation, athletics and social events is the hub of student life. A gymnasium/field house/locker room adjoin the student center. Athletic programs are offered in both men's and women's sports in the outdoor playing fields.

I.2.3.a.6 The George and Gertrude Wisser Memorial Library (also designed by NYIT architecture professor Fred Bentel) is a major educational resource providing study space and information services for all NYIT students. Situated on a wooded plot at the point of a triangle connecting a classroom quadrangle and medical school, the library is a three-story structure of handsome design.

I.2.3.a.7 NYIT's de Seversky Conference Center was named for Major Alexander P. de Seversky, the world-famous aircraft designer, who was a trustee of the college. One of the few remaining Gold Coast mansions open for the public, the estate is set on 100 lush acres of picturesque landscape; it was constructed in 1918 as a magnificent mansion for the corporate legend Alfred I. Du Pont. The School of Architecture regularly hosts events here (including a portion of its lecture series) in the Ballroom.

I.2.3.a.8 Dormitories are currently planned to be added to Old Westbury campus. Students are currently housed in leased facilities on the nearby State University of New York campus in Old Westbury.

I.2.3.a.9 School of Architecture and Design Improvements Since Last Site Visit

Since 2005 there have been approximately \$3.5 Million dollars worth of improvements to the School of Architecture and Design facilities in Old Westbury.

- A renovation of the second floor
- Sprinkler system upgrade
- Exhibition / gallery space upgrade
- Food service area upgrade
- Renovation of administrative offices & restroom
- Upgrades to the exhaust system and fabrication lab
- Creation of a 2nd floor open access computer lab
- HVAC upgrade & Roof repairs (2009-2010)
- New furniture (345 new drafting tables, 387 chairs and stools)
- Security upgrade (32 security video cameras and a card access system)
- New lockers

I.2.3.a.10 Future Facility Improvements for SOAD Old Westbury include plans to upgrade the Education Hall facility with a \$260,000 renovation of Rooms 102 and 103 and corridor and gallery renovations.

The Education Hall building plans are included below as Figures I.2.3.a.1.A & I.2.3.a.1.B.

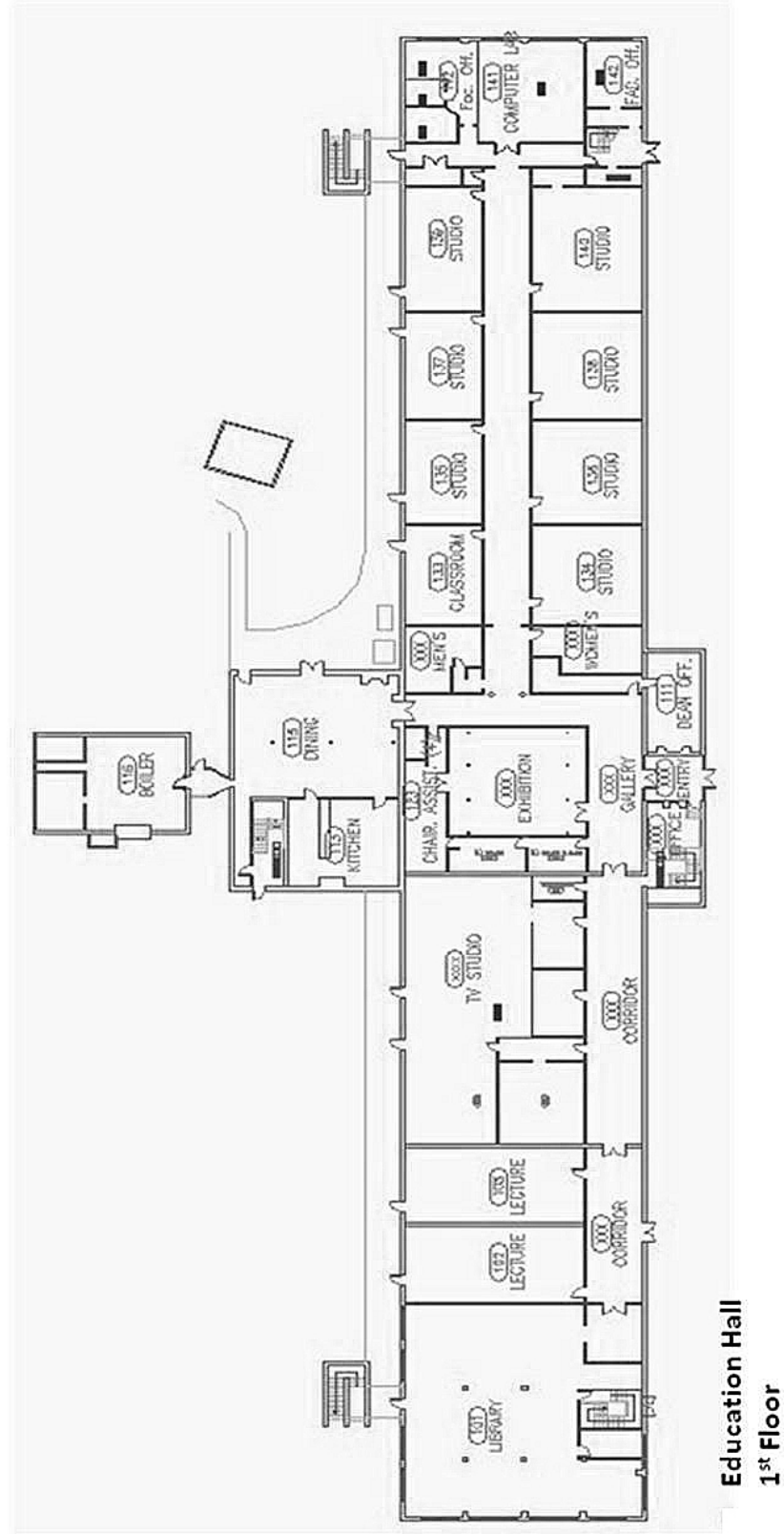


FIGURE # I.2.3.a.1.A: NYIT SOAD Education Hall 1st Floor Plan

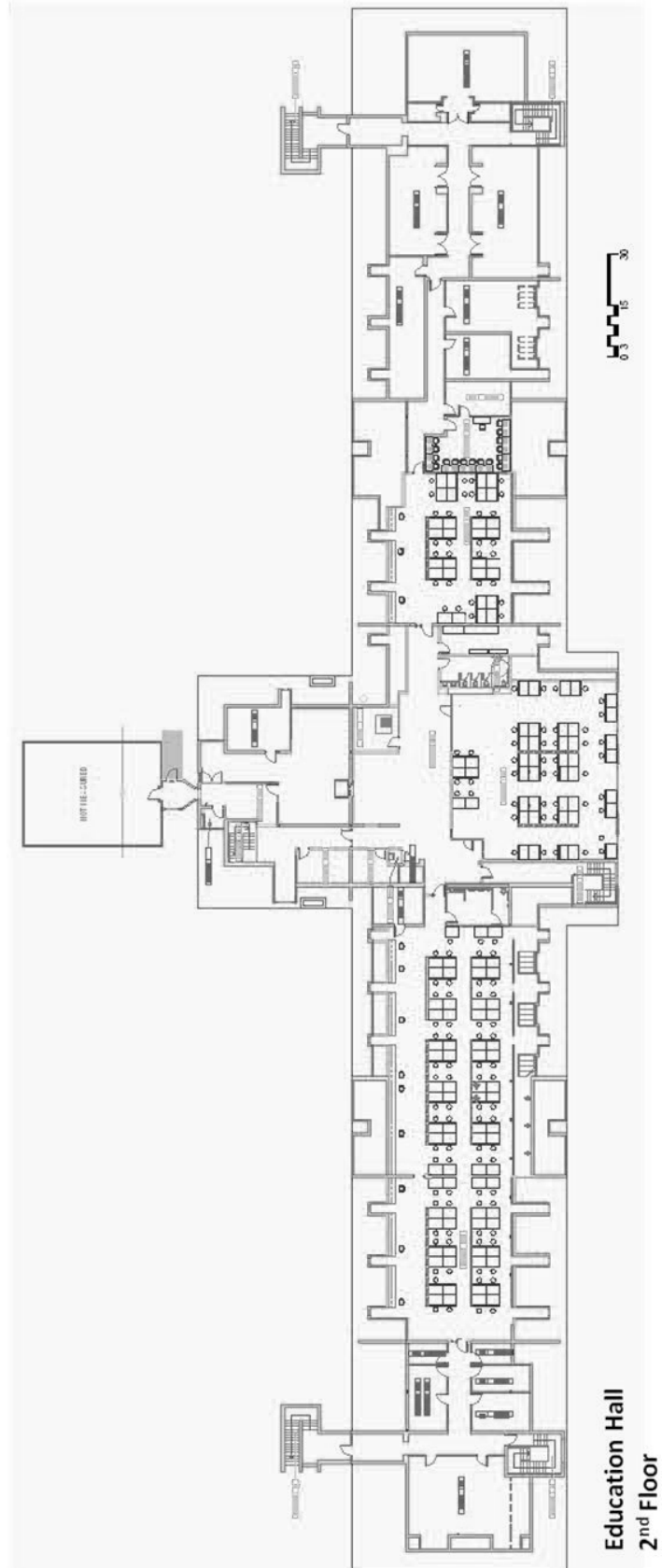


FIGURE # I.2.3.a.1.B: NYIT SOAD Education Hall 2nd Floor Plan

I.2.3.b Manhattan

New York Institute of Technology's Manhattan campus is located on Columbus Circle, in five buildings between West 60th and West 62nd Street. Its central location, within walking distance of Central Park, is accessible via subway and bus routes, and is close to numerous cultural institutions including Lincoln Center, the theater district, museums and libraries which contribute to academic and social enrichment. The multiple commercial, corporate, and cultural facets of the city provide a wealth of learning and work opportunities related to students' major fields. Here, traditional classrooms share space with high-technology distance learning rooms and specialized computer facilities. In current laboratories, students have access to laser and fiber optics, digital processing, chemistry, physics, and computer graphics. Rounding out the college environment are fine arts, and architecture studios. One of the college's major libraries is housed on campus.

http://www.nyit.edu/images/uploads/about/MN_map.pdf

I.2.3.b.1 Main Campus Building (1855 Broadway): The School of Architecture and Design at the Manhattan Campus utilizes the 10th, 11th, and parts of the 6th floors at 1855 Broadway (also see below 16W 61st Street facility) which provides roughly 15,000 s.f. of space including administrative offices, computer labs, studios, exhibit space, faculty and student organization offices, and fabrication lab. In addition to this dedicated space the School of Architecture utilizes the university's library, exhibit spaces, cafeteria and lecture space in 1855 Broadway and adjacent buildings.

Office space: The School of Architecture and Design's office space is housed on the 11th floor. Five rooms are devoted to faculty offices, containing workstations for twelve full-time and adjunct faculty members. All full-time faculty members are provided with either a desk-top or laptop computer with individual access to student and college-wide data systems, and the internet. Three additional rooms house the dean/associate dean and administrative offices. These spaces were renovated in 2004. Offices for student organizations are on the 6th floor.

Studios: Manhattan offers three undergraduate studios in varying sizes on the 11th floor at 1855 Broadway and at 16 W 61st street. In addition, a 10th-floor thesis studio of 2,200 square feet accommodates dedicated, individual student work stations. These spaces were renovated in 2004. The studios are open 24 hours on request (except Sundays) to coincide with scheduled project deadlines. The building is Wi-Fi enabled and open-access computer stations are provided for general student use.

Classrooms: The Manhattan registrar assigns classroom space on an as-needed basis. At 1855 Broadway, there are eighteen general-purpose classrooms and, as in Old Westbury, four "Distance Learning" video conference rooms.

Technology Labs: Manhattan possesses the following computer facilities exclusively for use by the School of Architecture and Design: two dedicated computer teaching classroom with eighteen computer stations; and one open-access plotting room with three plotters.

Library: The Manhattan library, which serves all programs on the campus, is located on the 1st, 2nd and 3rd floors, directly accessible to classrooms and studios. The library underwent major renovations in 2004-2005 and again in 2008, when the second floor was renovated.

Fabrication Lab: The Main Building has a fabrication lab on the 10th floor which is under the direction of a ¾ time employee who serves as lab director, assisted by teams of students working part time. This shop underwent renovation to accommodate new laser cutting and 3D prototyping equipment in 2009. The lab is open to students and faculty during the academic year at regularly scheduled hours.

<http://themodelstudio.blogspot.com/>

Exhibition, Lecture and Jury Space: Manhattan juries are generally conducted in the design studio classrooms or the jury area on the 11th floor. Additional space is available in the 16 W 61st street lower level studio. For large competitions or special juries, faculty use the “Gallery 61” space on the 11th floor of 16 W 61st Street, where a series of exhibitions are scheduled throughout the year. The school also uses the Auditorium for lectures, as well as the lecture space in the corporate headquarters of the Steelcase Corporation, a Columbus Circle neighbor...a venue that attracts students, faculty, and members of the public to a setting that mingles academic and professional perspectives.

I.2.3.b.2 Student Activities Building (1849 Broadway) houses student activities, providing a student lounge, recreation areas, offices of the Student Government Association and other clubs and student organizations. This also serves as the location of the college bookstore and cafeteria.

I.2.3.b.3 New Technology Building (16 W. 61st St.) houses the offices of student enrollment, student development, the School of Extended Education, the Communication Arts and Fine Arts departments and the School of Management. The School of Architecture has its 5,000 s.f. main studio space in this building, and uses many of the 6th, 7th, 8th, and 11th floor technology equipped classrooms for lecture and seminar classes. This building also houses the exhibit and lecture venue on the 11th floor which includes the Gallery 61 exhibit space.

I.2.3.b.4 Secondary Campus Building (26 W. 61st. St.) is a classroom expansion space for the block filled with classrooms. Additional space in this building is currently being acquired.

I.2.3.b.5 NYIT Auditorium (1871 Broadway), NYIT’s newest space in Manhattan, is a state-of-the art 3,172-square-foot auditorium that can seat up to 262 guests It is used by the School of Architecture and Design for lectures, film screenings, meetings, seminars, and events. It has professional quality audiovisual equipment, comfortable seating, professional staging and décor. The facility officially opened in October 2009.

<http://www.youtube.com/watch?v=KbdHXA6EQ-g&feature=related>

I.2.3.b.6 Manhattan Improvements since last Site Visit included numerous renovation projects to improve the facilities for School of Architecture including the \$1.5 Million new auditorium mentioned above. One of the more significant projects is the acquisition and creation of the additional space acquired at 16 W 61st Street in 2007 and its subsequent \$3.3M renovation which produced a new 5,000 sf architectural studio for the School. It provides studio space for 80 drafting tables to students.

Since 2005 there have been approximately \$3.5 Million dollars worth of improvements to the School of Architecture and Design facilities in Manhattan.

I.2.3.b.7 Future Facility Improvements for SOAD Manhattan includes plans to accommodate the architecture needs with additional space. Currently the university is negotiating on a new space which will give NYIT an additional 50,000 square feet, approximately 25% more space. This represents a significant addition and therefore will involve a significant redesign of space allocations on the entire Manhattan Campus to create a more coherent and efficient use of the space. See team room documents:

- Request for Proposal dated June 30, 2010
- Executive Summary dated May 2006
- Manhattan Space Planning prepared by STV Architects (pages 1 through 14 dated November 14, 2006)
- Manhattan Space Planning prepared by STV Architects (pages 15 through 37 dated November 14, 2006)

School of Architecture and Design Manhattan building plans are included below as Figures I.2.3.b.1.A, I.2.3. b.1.B, I.2.3.b.1.C and I.2.3.b.3.A.

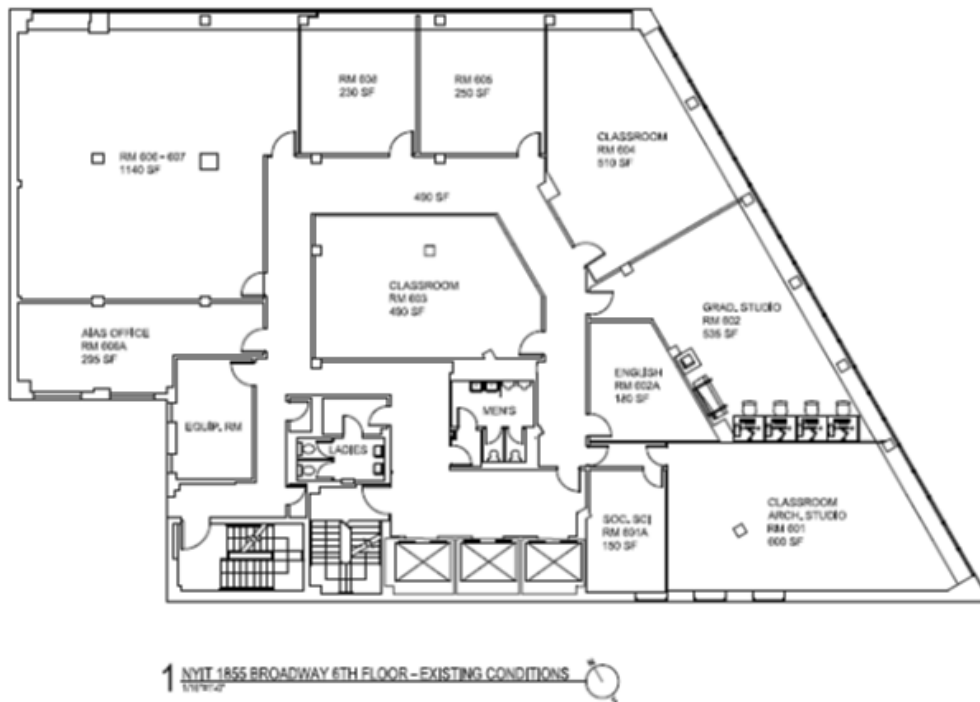


FIGURE # I.2.3.b.1.A: NYIT SOAD 1855 Broadway 6th Floor Plan

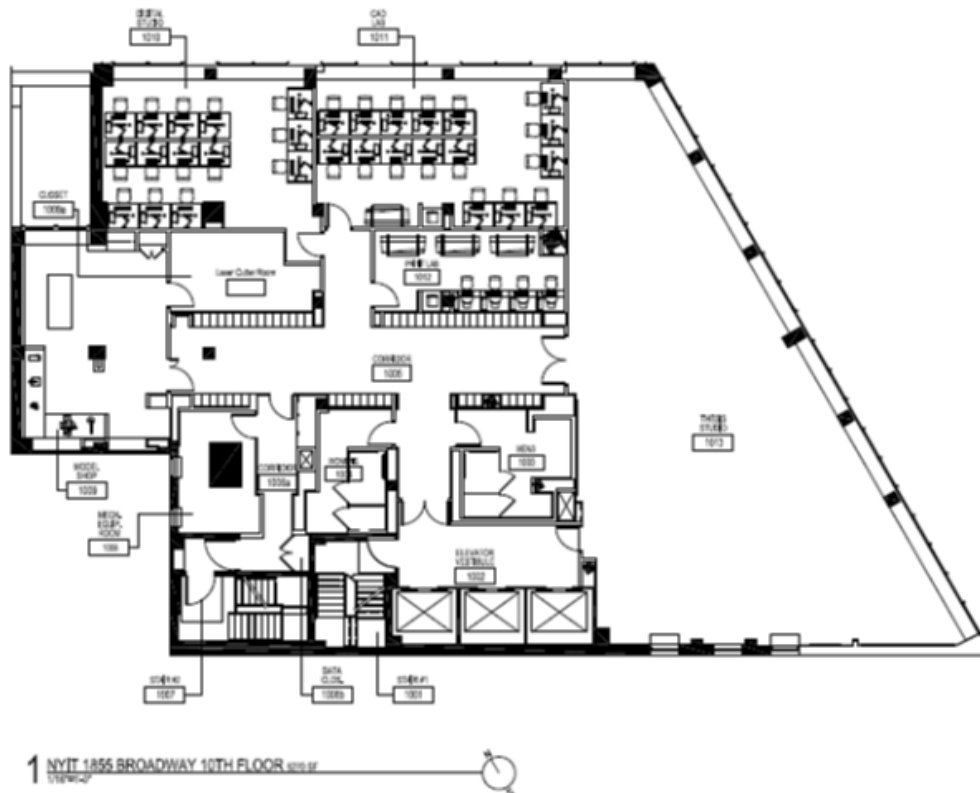


FIGURE # I.2.3.b.1.B: NYIT SOAD 1855 Broadway 10th Floor Plan

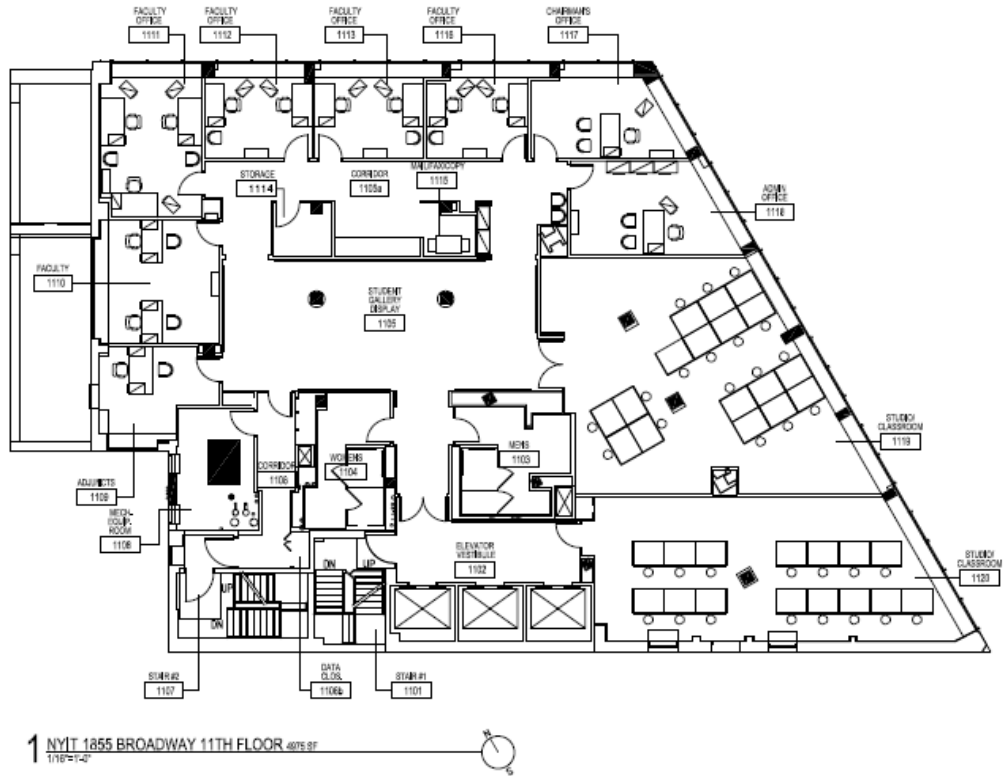


FIGURE # I.2.3.b.1.C: NYIT SOAD 1855 Broadway 11th Floor Plan

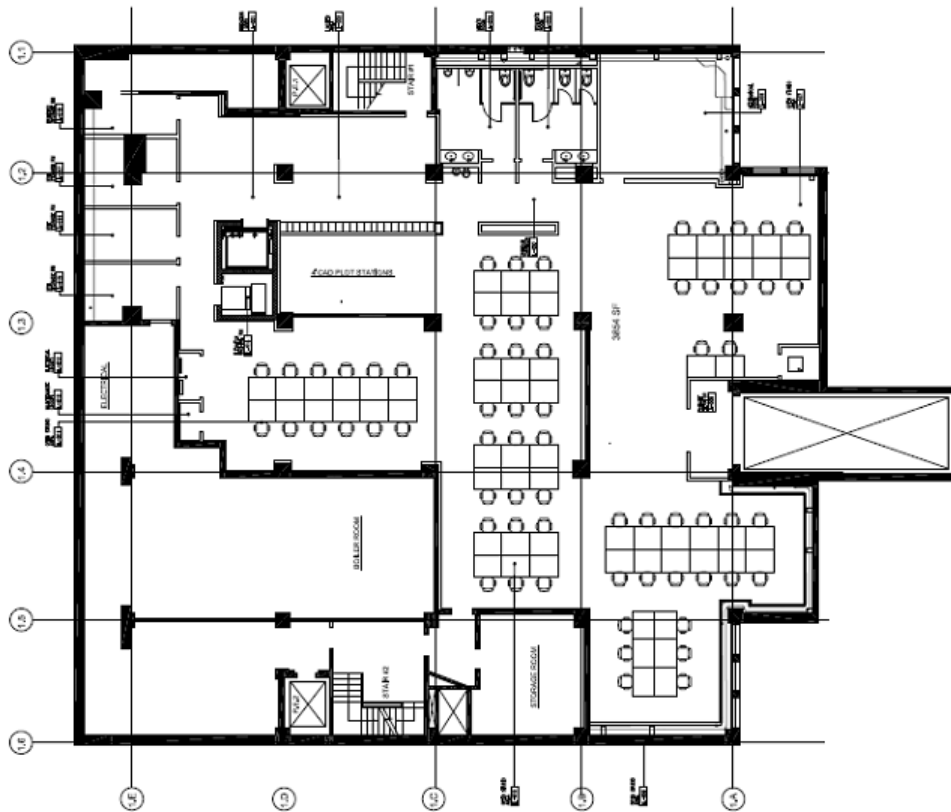


FIGURE # I.2.3.b.3.A: NYIT SOAD 16 West 61st Street Lower Level Plan

I.2.3.c Current Technology: Hardware

NYIT has made substantial improvements in technology since last NAAB visit. Classroom learning technology support has grown; classrooms are now fully wired and equipped for internet access, and projection. A recent transition to G-mail for students has improved functionality and increased storage capacity to 10 GB. The university's computer backbone has also been strengthened. During FY2010 NYIT completed upgrading the ubiquitous Wi-Fi access on the Manhattan and Old Westbury campuses to cover the areas where the access was limited. Every computer used by the School of Architecture and Design has access to a network shared folder called "ARCH." This shared drive is monitored and backed up by NYIT's office of Information and Infrastructure (ITI).

The university has developed and implemented a systematic technology plan for new computer labs, distance learning room upgrades and classroom technology upgrades. All computers and plotters are replaced on a three-year cycle, with one-third replaced each year. The software is upgraded when needed or available. Other equipment is evaluated annually and replaced as necessary. Computer equipment inventory currently is as follows:

Old Westbury

Computers: 71

Dell Precision Workstations

Models: (T3500/T3400/390)

Large Format Plotters: 7

HP DesignJets

Models: (T1100ps/T1100/500)

Color Laser Printers: 3

HP Color LaserJets

Models: (5550n)

B/W Laser Printers: 3

HP LaserJets

Models: (9050n/4350n)

Laser Cutter/Engravers: 4

Universal Laser Systems (3)

Models: (PLS 4.75, VLS 3.50 (2))

Epilog Legend EXT

3D Rapid Prototype: 1

ZCorp 310 Plus

Flatbed Scanners: 7

Epson GT 20000

Classroom Projectors/Screens: 6

Manhattan

Computers: 55

Dell Precision Workstations

Models: (T3500/T3400/390)

Large Format Plotters: 11

HP DesignJets

Models: (T1100ps/T1100/800/500)

Color Laser Printers: 3

HP Color LaserJets

Models: (5550n)

B/W Laser Printers: 3

HP LaserJets

Models: (9050n/5100n)

Laser Cutter/Engravers: 3

Universal Laser Systems (3)

Models: (PLS 4.75, VLS 3.50)

Epilog Legend EXT

3D Rapid Prototype: 1

ZCorp 310 Plus

Flatbed Scanners: 4

Epson GT 20000

Classroom Projectors/Screens: 5

Note: Old Westbury facilities also support the interior design program.

I.2.3.d Current Technology: Software

Every computer used by the School of Architecture and Design has the same software profile:

Autodesk Education Suite

AutoCAD 2010

AutoCAD Architecture 2010

Autodesk Revit Architecture 2010

AutoCAD Revit Structure Suite 2010

AutoCAD Revit MEP Suite 2010

Autodesk Ecotect Analysis 2010

Autodesk Navisworks Manage 2010

Autodesk 3DS MAX 2010

Adobe Master Collection

Creative Suite 3

Adobe Acrobat 8

Adobe Dreamweaver CS3

Adobe Flash CS3

Adobe InDesign CS3

Adobe Illustrator CS3

Adobe Photoshop CS3

Rhino 3D v4

Google SketchUp Pro 7

Microsoft Office 2007

Microsoft Access 2007

Microsoft Excel 2007

Microsoft InfoPath 2007

Microsoft PowerPoint 2007

Microsoft Project 2007

Microsoft Publisher 2007

Microsoft Word 2007

I.2.3.e Future Technology Plans

Additional plotters, laser cutters, large-scale scanners, laser printers and projectors have been requested. New CNC milling equipment and 3D scanners were also requested for the fabrication labs. Education Hall rooms 102 & 103 are being converted to a digital studio with a new movable partition and smart boards to enable flexible usage for Studio, pin-up reviews, lectures, distant collaborations, and exhibitions.



I.2.4 Financial Resources

I.2.4.a Program Budget Reports

Below is a table showing the School of Architecture and Design P&L for the past five years, and projected through 2012. Revenue categories are allocated as a percentage of School of Architectural and Design enrollment revenues to total enrollment revenues. Expense categories are allocated as a percentage of School of Architectural and Design instructional expense to total expense. The following revenue and expense reports data was provided by the NYIT Office of Financial Affairs:

Fiscal Year 2005-12 School of Architecture P&L (April 29, 2010)

Description	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012
Direct Revenue:								
<u>Tuition & Fees</u>								
Undergraduate Revenue, Weighted	11,684,354	13,739,141	14,677,318	16,437,426	17,601,062	19,311,885	21,189,000	23,248,571
Graduate	165,151	155,724	150,586	173,772	177,119	186,861	197,138	207,981
Subtotal	11,849,505	13,894,865	14,827,904	16,611,198	17,778,181	19,498,746	21,386,138	23,456,552
Less: Scholarships & Fellowships	(1,975,786)	(2,655,401)	(2,775,653)	(2,893,334)	(3,171,224)	(3,478,134)	(3,814,802)	(4,184,117)
Net Tuition and Fees	9,873,719	11,239,464	12,052,251	13,717,863	14,606,957	16,020,612	17,571,336	19,272,435
Contributions	324,320	85,668	171,274	50,555	18,050	20,000	20,000	20,000
Other Sources	47,125	85,090	43,391	32,702	35,164	35,000	35,000	35,000
Total Direct Revenue	10,245,164	11,410,223	12,266,916	13,801,120	14,660,171	16,075,612	17,626,336	19,327,435
Direct Expenses:								
Instruction	4,835,235	5,399,812	5,972,310	6,039,725	5,946,822	6,432,631	6,750,000	7,100,000
Total Direct Expenses	4,835,235	5,399,812	5,972,310	6,039,725	5,946,822	6,432,631	6,750,000	7,100,000
Direct Contribution/(Loss)	5,409,929	6,010,410	6,294,606	7,761,395	8,713,349	9,642,981	10,876,336	12,227,435
% of Revenue	52.8%	52.7%	51.3%	56.2%	59.4%	60.0%	61.7%	63.3%
Total Indirect Revenue	101,275	107,060	130,907	147,869	139,402	150,000	150,000	150,000
Total Indirect Expenses	8,234,762	7,776,674	8,037,032	8,800,244	9,303,652	10,000,000	10,750,000	11,500,000
Total Contribution / (Loss)	(2,723,558)	(1,659,204)	(1,611,519)	(890,980)	(450,901)	(207,019)	276,336	877,435

UG Tuition revenue will increase from FY 2009 by a 5.5% tuition rate increase and a 4% enrollment increase every year til FY 2012

Scholarships will increase to maintain the discount rate from FY 2009

Other revenue will remain constant

Instruction expenses will increase from gross wage increases and rising benefit costs

Indirect revenue will remain constant

Indirect expenses will increase at an incremental rate similar to the history

I.2.4.b School of Architecture and Design Enrollment History and Growth

FTE (full time equivalent) growth (includes students in the first two years of the program which may not enter the BARC program) is expected to grow at 4% a year going forward. Historical growth is as follows:

	ARCHITECTURE Fall FTE's					
	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Old Westbury	207	325	300	332	332	335
Manhattan	197	242	272	271	295	320
Central Islip	99	0	0	0	0	0
Total	503	567	572	603	627	655
	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
UG-Arch Only	503	567	572	603	627	655
Total Enrollment	543	619	631	657	685	720
%	92.63%	91.60%	90.65%	91.78%	91.53%	90.97%

* % Change includes C.I. as part of O.W. calculation

I.2.4.c Scholarships

Scholarships will increase to maintain the discount rate from FY 2009. The scholarships highlighted in bold text are specific to the School of Architecture and Design. All other scholarships are allocated by % of Undergraduate FTEs as per the university's "Activity Based Planning" methodology.



Scholarship Name/Account	Object Description	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010 *
Scholarship Allocation from UG-General		\$ (1,911,767)	\$ (2,532,052)	\$ (2,666,062)	\$ (2,778,500)	\$ (3,052,748)	\$ (3,478,134)
HEOP Institutional Cost	General Scholarships	\$ (33,389)	\$ (43,284)	\$ (43,841)	\$ (25,014)	\$ (50,032)	
HEOP Institutional Cost	General Scholarships	\$ (20,260)	\$ (24,058)	\$ (20,059)	\$ (13,997)	\$ (29,616)	
HEOP/OW July 2004 - Jun	Tuition Expense	\$ (5,961)					
HEOP/METRO July 2004 -	Tuition Expense	\$ (5,903)					
HEOP/OW July 2004 - Jun	Student Stipends	\$ 679					
HEOP/METRO July 2004 -	Student Stipends	\$ 814					
545079HEOP METRO: 7/1/05-6/30	General Scholarships		\$ 26				
545078HEOP OW: 7/1/05-6/30/06	Tuition Expense		\$ (6,360)	\$ (404)			
545079HEOP METRO: 7/1/05-6/30	Tuition Expense		\$ (6,316)	\$ (1,283)			
569044NYCDOE Reg 1: Title IIB	Tuition Expense		\$ (9,033)	\$ (520)			
651021Feinstein Foundation Sc	General Scholarships		\$ (3,934)	\$ (5,115)	\$ (5,519)	\$ (3,213)	
651114Gary Hess Memorial Scho	General Scholarships		\$ (1,000)	\$ (1,000)	\$ (1,000)		
651005Funded Scholarships	General Scholarships		\$ (3,605)	\$ (7,058)	\$ (5,889)	\$ (851)	
311043Maria Bentel Endowment	General Scholarships		\$ (1,000)			\$ (1,000)	
143101Institutional Expense	Prior Yr Fin Aid Audit A		\$ (24,494)				
651005Funded Scholarships	Awards & Prizes		\$ (290)	\$ (149)	\$ (8)	\$ (40)	
545080HEOP O/W FY' 07	Tuition Expense			\$ (7,724)			
545081HEOP Manhattan FY'07	Tuition Expense			\$ (5,403)			
569048NYCDOE Reg 1: Title IIB	Tuition Expense			\$ (11,601)			
641005Maria Bentel Endowment	General Scholarships			\$ (1,000)			
651126Marcia Singer Scholarsh	General Scholarships			\$ (298)	\$ (784)		
652010Valarie San Fratello Me	General Scholarships			\$ (74)	\$ (39)	\$ (40)	
143101Institutional Expense	Prior Yr Fin Aid Audit A			\$ (203)			
191307Cost Share - Financial	Cost Share - Expense			\$ (2,768)			
651123Brett Kaufman Memorial	Hospitality			\$ (1,090)	\$ (1,263)	\$ (237)	
131150 Student Solutions Cente	General Scholarships				\$ (36,226)	\$ 3	
569050 NYCDOE Dist.9 Yr 1 Titl	Tuition Expense				\$ (7,515)		
569052 CSD 27 1/1/08- 12/31/08	Tuition Expense				\$ (2,217)		
569053 NYCDOE Dist. 9 Yr 2 Tit	Tuition Expense				\$ (1,836)	\$ (6,974)	
545082 HEOP/OW: 7/1/07-6/30/08	Tuition Expense				\$ (7,391)		
545083 HEOP Manhattan 7/1/07-6	Tuition Expense				\$ (5,830)		
651124 SGA Scholarship	General Scholarships				\$ (235)		
131221 Financial Aid Fall - Un	Awards & Prizes				\$ (71)		
191207 F/S Reporting - Financi	Cost Transfers				\$ 237		
651005 Funded Scholarships	Capital Alterations & Im				\$ (237)	\$ 2	
569052 CSD 27 1/1/08- 12/31/08:	Tuition Expense					\$ (3,862)	
569062 NYCDOE Dist. 9 Yr 3 Titl	Tuition Expense					\$ (4,820)	
545086 HEOP OW : 7/01/08 - 6/30	Tuition Expense					\$ (7,932)	
545087 HEOP Manh: 7/1/08 - 6/30	Tuition Expense					\$ (6,602)	
651128 LI Hotel & Lodging Schol	General Scholarships					\$ (2,652)	
651124 SGA Scholarship	General Scholarships					\$ (383)	
191307 Cost Share - Financial A	Cost Share - Expense					\$ (10,314)	
652025 Mitack Award	Awards & Prizes					\$ (158)	
651005 Funded Scholarships	Hospitality					\$ (69)	
410030 LDS Loans for Disadvanta	Cost Share - Expense					\$ 10,314	

* Amount projected is not allocated

Note: The scholarships highlighted in bold are specific to the School of Architecture. All other scholarships are allocated by % of UG FTEs as per the ABP methodology

I.2.4.d Development Activity

The university provides development officers to work with the dean's office on annual giving, and special projects. This group was instrumental in raising money for our two Solar Decathlon efforts and in ongoing support for the school. The 2007 Solar Decathlon effort raised approximately \$250,000 from numerous sources. In 2008 a former trustee sponsored a School of Architecture "Legacy Row" design competition to honor prominent Americans at NYIT's de Seversky Center which awarded \$11,000 in prizes to architecture students. In 2010 the School of Architecture and Design initiated the Brendalyn Stempel scholarship for \$15,000 which is a direct result of the school's Advisory Board. Also in 2008 was establishment of the Peter and Jane Romano Endowed Scholarship fund (\$75,000), funded every year by Mr. Romano who is 1976 alumnus of the architecture program. In 2009-2010, also as a result of the

school's Advisory Board, the National Italian American Foundation (NIAF) awarded \$15,000 in scholarships to our students.

The Friends of the School of Architecture and Design formed in 2008 plays an important ongoing role in linking the alumni to the School of Architecture and Design. Since its inception, the group has raised \$60,000 in support of the school. The Friends have begun in-school and in-office mentoring programs and are now providing funds for fourth year and fifth year student scholarships.

Friends of the NYIT School of Architecture and Design (FONSAD) Founding Members

Anthony Acerra '94
Skanska USA Building

Nick Amoroso '86
SCC Construction Management Group

David Busch '92
Busch Associates

Ray Caliendo '95
Art of Form Architecture

June Carter '78
Corporate Interior Solutions, Inc.

Ed Casper '84
Wiedersum Associates

Joe Chiarelli '92
T.G. Nickel & Associates

Domenick Chieco '89
Milrose Consultants Inc.

Dennis Flynn '88
Rosenbaum Design Group

Jenny-Lynn Georgiades '96
Waldner's Business Environments Inc.

Frank Messano '78
Park East Construction Corp.

William Recce '90
SCC Construction Management Group

Frank Relf '76
Frank G. Relf Architect

James Smiros '84
Smiros & Smiros Architects

Laura Smiros '84
Smiros & Smiros Architects

Roger Smith '78
Burton Behrendt Smith

John Sorrenti '78
JRS Architect

I.2.4.e Comparative Data on Annual Expenditures by the College relative to Other Professional Programs in the Institution

The accredited programs at NYIT most comparable to the Bachelor of Architecture program are accredited professional degrees in the schools of Health Professions and Engineering & Computing Sciences. Currently, total expenditure per student (including both capital and operating expenses) in the School of Architecture and Design is \$22,598 (this figure encompasses all students in the school). Detail for the schools of Architecture and Design vs. other NYIT academic schools (Health Professions, Engineering and Computing Sciences, Management, and Arts and Sciences) is given in the table below.

School of Architecture & Interior Design Capital Projects FY 2004-2010 as of March 31, 2010

Notes on below spread sheet:

¹ All FTEs are as per Activity Based Planning (ABP) reports.

² Capital expenses are as per the year end capital report as of 8/31.

³ All operating expenses are as per ABP analysis and allocations.

⁴ Architecture excludes Interior Design for all reporting.

⁵ Both Dean's account and indirect expense categories are allocated as a % of ARCH instructional expense to total expense (excluding the Dean's account)

⁶ Capital investments are allocated as a % of the UG Architecture FTEs over total UG FTEs (excludes Interior Design and graduate)

	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010
Architecture						
FTEs						
UG (Architecture Only)	503	567	572	603	627	655
Total	503	567	572	603	627	655
Capital Investments	\$ 1,745,604	\$ 421,841	\$ 3,061,242	\$ 453,292	\$ 2,084,663	\$ 173,651
Capital Investment/Student	\$ 3,470	\$ 744	\$ 5,352	\$ 752	\$ 3,325	\$ 265
Direct Operating Expenses	\$ 4,171,578	\$ 4,668,034	\$ 4,965,049	\$ 5,036,151	\$ 5,296,116	\$ 5,746,246
Direct Operating Expense/Student	\$ 8,293	\$ 8,233	\$ 8,680	\$ 8,352	\$ 8,447	\$ 8,773
Indirect Operating Expenses	\$ 7,329,896	\$ 6,915,734	\$ 7,070,859	\$ 7,609,026	\$ 8,285,508	\$ 8,881,595
Indirect Operating Expense/Student	\$ 14,572	\$ 12,197	\$ 12,362	\$ 12,619	\$ 13,215	\$ 13,560
Total Operating Expenses	\$ 11,501,474	\$ 11,583,768	\$ 12,035,908	\$ 12,645,176	\$ 13,581,624	\$ 14,627,841
Total Operating Expense/Student	\$ 22,866	\$ 20,430	\$ 21,042	\$ 20,970	\$ 21,661	\$ 22,333
Total Operating & Capital Expense/Student	\$ 26,336	\$ 21,174	\$ 26,394	\$ 21,722	\$ 24,986	\$ 22,598
Health Professions						
FTEs						
UG	702	747	744	764	725	32
Graduate	193	227	265	333	392	410
Total	895	974	1009	1097	1117	442
Capital Investments	\$ 156,525	\$ 125,000	\$ 360,000	\$ 309,200	\$ 333,455	\$ 147,000
Capital Investment/Student	\$ 175	\$ 128	\$ 357	\$ 282	\$ 299	\$ 333
Direct Operating Expenses	\$ 6,216,493	\$ 6,636,001	\$ 7,106,950	\$ 7,453,987	\$ 8,294,024	\$ 5,874,708
Direct Operating Expense/Student	\$ 6,946	\$ 6,813	\$ 7,044	\$ 6,795	\$ 7,425	\$ 13,291
Indirect Operating Expenses	\$ 8,220,841	\$ 8,272,723	\$ 9,054,526	\$ 9,595,316	\$ 8,773,076	\$ 5,317,668
Indirect Operating Expense/Student	\$ 9,185	\$ 8,494	\$ 8,974	\$ 8,747	\$ 7,854	\$ 12,031
Total Operating Expenses	\$ 14,437,334	\$ 14,908,724	\$ 16,161,475	\$ 17,049,303	\$ 17,067,101	\$ 11,192,376
Total Operating Expense/Student	\$ 16,131	\$ 15,307	\$ 16,017	\$ 15,542	\$ 15,279	\$ 25,322
Total Operating & Capital Expense/Student	\$ 16,306	\$ 15,435	\$ 16,374	\$ 15,824	\$ 15,578	\$ 25,655
Engineering						
FTEs						
UG	453	478	479	432	443	472
Graduate	243	281	424	343	304	333
Total	696	759	903	775	747	805
Capital Investments	\$ 370,000	\$ 204,357	\$ 284,000	\$ 253,000	\$ 196,202	\$ 300,000
Capital Investment/Student	\$ 532	\$ 269	\$ 315	\$ 326	\$ 263	\$ 373
Direct Operating Expenses	\$ 6,363,835	\$ 6,790,031	\$ 7,305,779	\$ 7,212,424	\$ 7,644,588	\$ 8,225,509
Direct Operating Expense/Student	\$ 9,143	\$ 8,946	\$ 8,091	\$ 9,306	\$ 10,234	\$ 10,218
Indirect Operating Expenses	\$ 7,780,368	\$ 7,823,209	\$ 8,512,069	\$ 8,816,630	\$ 8,197,876	\$ 8,250,000
Indirect Operating Expense/Student	\$ 11,179	\$ 10,307	\$ 9,426	\$ 11,376	\$ 10,974	\$ 10,248
Total Operating Expenses	\$ 14,144,203	\$ 14,613,240	\$ 15,817,848	\$ 16,029,054	\$ 15,842,463	\$ 16,475,509
Total Operating Expense/Student	\$ 20,322	\$ 19,253	\$ 17,517	\$ 20,683	\$ 21,208	\$ 20,466
Total Operating & Capital Expense/Student	\$ 20,854	\$ 19,523	\$ 17,832	\$ 21,009	\$ 21,471	\$ 20,839
Management						
FTEs						
UG	634	555	518	545	552	539
Graduate	292	260	268	309	337	357
Total	926	815	786	854	889	896
Capital Investments	\$ 10,000	\$ 1,260	\$ -	\$ 8,500	\$ -	\$ -
Capital Investment/Student	\$ 11	\$ 2	\$ -	\$ 10	\$ -	\$ -
Direct Operating Expenses	\$ 4,932,790	\$ 5,592,724	\$ 5,385,604	\$ 7,082,533	\$ 7,293,744	\$ 7,747,570
Direct Operating Expense/Student	\$ 5,327	\$ 6,862	\$ 6,852	\$ 8,293	\$ 8,204	\$ 8,647
Indirect Operating Expenses	\$ 6,810,217	\$ 5,463,847	\$ 5,404,902	\$ 6,328,035	\$ 7,140,790	\$ 7,650,000
Indirect Operating Expense/Student	\$ 7,354	\$ 6,704	\$ 6,876	\$ 7,410	\$ 8,032	\$ 8,538
Total Operating Expenses	\$ 11,743,007	\$ 11,056,571	\$ 10,790,506	\$ 13,410,568	\$ 14,434,535	\$ 15,397,570
Total Operating Expense/Student	\$ 12,681	\$ 13,566	\$ 13,728	\$ 15,703	\$ 16,237	\$ 17,185
Total Operating & Capital Expense/Student	\$ 12,692	\$ 13,568	\$ 13,728	\$ 15,713	\$ 16,237	\$ 17,185
College of Arts & Sciences						
FTEs						
UG	1,992	1,973	1,965	1,960	2,074	2,889
Graduate	202	216	192	145	157	201
Total	2,194	2,189	2,157	2,105	2,231	3,090
Capital Investments	\$ 100,005	\$ 250,000	\$ 250,000	\$ 192,042	\$ 120,773	\$ 337,912
Capital Investment/Student	\$ 46	\$ 114	\$ 116	\$ 91	\$ 54	\$ 109
Direct Operating Expenses	\$ 11,881,496	\$ 11,907,699	\$ 12,660,295	\$ 12,978,035	\$ 13,963,270	\$ 17,552,667
Direct Operating Expense/Student	\$ 5,415	\$ 5,440	\$ 5,869	\$ 6,165	\$ 6,259	\$ 5,680
Indirect Operating Expenses	\$ 17,006,102	\$ 15,218,496	\$ 15,808,793	\$ 16,495,220	\$ 15,455,613	\$ 20,122,455
Indirect Operating Expense/Student	\$ 7,751	\$ 6,952	\$ 7,329	\$ 7,836	\$ 6,928	\$ 6,512
Total Operating Expenses	\$ 28,887,598	\$ 27,126,195	\$ 28,469,088	\$ 29,473,255	\$ 29,418,882	\$ 37,675,122
Total Operating Expense/Student	\$ 13,167	\$ 12,392	\$ 13,198	\$ 14,002	\$ 13,186	\$ 12,193
Total Operating & Capital Expense/Student	\$ 13,212	\$ 12,506	\$ 13,314	\$ 14,093	\$ 13,241	\$ 12,302

I.2.4.f Capital Expenditures Since Last Accreditation Visit (Facility and Technology)

School of Architecture & Interior Design Capital Projects FY 2004-2010 as of March 31, 2010		
Year	Project Description	Budget
FY 2004		
704016	Architecture Gallery	\$ 36,692
Total FY 2004		\$ 36,692
FY 2005		
705401	Education Hall Renovation - Phase I	\$ 1,757,894
705092	Dust Control System - Architecture MH	\$ 26,525
705005	NAAB Exhibition	\$ 30,000
705062	Technology Equipment	\$ 34,661
705063	Furniture	\$ 26,632
705064	Office Upgrades	\$ 8,707
Total FY 2005		\$ 1,884,419
FY 2006		
706402	Ed Hall Renovation - Sprinkler System	\$ 180,250
706403	Ed Hall Renovation - Phase II (architect fees, fire alarm, bathrooms, food service)	\$ 255,278
706022	Solar Decathlon	\$ 10,000
706023	Upgrade Dean's and Staff Offices	\$ 15,000
Total FY 2006		\$ 460,528
FY 2007		
707092	W. 61st Street New Space Renovations	\$ 3,284,000
707046	Built-in Shelving - Ed Hall Library	\$ 3,000
707050	Interior Design Materials Library Upgrade	\$ 5,000
707051	Interior Design Lighting Lab	\$ 20,000
707052	Exhibition/Gallery Upgrade - Ed Hall	\$ 31,220
707053	Solar Decathlon	\$ -
707125	Laser Cutters (2) - Architecture	\$ 33,780
Total FY 2007		\$ 3,377,000
FY 2008		
708052	Midge Karr Fire Escape Replacement	\$ 35,000
708149	Upgrade - Ed Hall Food Service Area	\$ 87,200
708250	Ed Hall, Wisser: Monitors	\$ 4,500
707051	Interior Design: Lighting Lab	\$ 76,474
707125	Laser Cutters OW (1) NY (1)	\$ 99,841
708089	Staff and Dean's Office Renovation - Ed Hall	\$ 6,500
708090	Gallery Display, Office Furniture - Ed Hall	\$ 19,654
708091	Ladies' Room 1st Floor - Ed Hall	\$ 20,000
708092	ACL Architecture Software	\$ 7,200
708102	3D Scanner Roland LPX-600 - OW/NY	\$ 16,969
708103	3D Plotter Trotec 3000 - OW/NY	\$ 16,970
708104	Color Laser Printers MK 104/ID, Thesis OW, Thesis NY	\$ 7,950
708105	B/W Lasers EH 141, 255B, 256, 260	\$ 10,065
708106	Plotters EH 141, EH 225B	\$ 16,485
708107	(4) Microtek ScanMaker 9800XL OW (2) NY (2)	\$ 5,200
708108	Projectors (2) - AV Ed Hall	\$ 1,399
708109	Mounted Projectors (2) - Ed Hall	\$ 5,378
708110	Flat Panel Display - Ed Hall Gallery	\$ 2,000
708247	Architecture: Plotters (9), Scanners, Projector	\$ 55,100
Total FY 2008		\$ 493,885
FY 2009		
709144	Clearview Cinema Space	\$ 1,525,850
709162	1855 Bwy 10th Fl: Laser cutter room	\$ 90,000
709159	Ed Hall 2nd Fl: Laser cutter room	\$ 40,921
709160	Ed Hall 2nd Fl: Computer lab	\$ 150,000
709011	Ed Hall: Supplemental A/C computer rooms	\$ 42,000
709058	Ed Hall: VCR/DVD combo with flat screen monitor	\$ 2,829
709061	Ed Hall: Carpet mats	\$ 27,339
709062	Dean and staff: Office furniture, fixtures	\$ 383,564
709063	Manhattan: Furniture, computer stations	\$ 15,000
Total FY 2009		\$ 2,277,503
FY 2010		
710065	2 rapid prototype 3D printer installation (OW/MC)	\$ 58,452
710066	Midge Karr lighting lab upgrade (OW)	\$ 4,012
710067	Midge Karr ID lab upgrade (OW)	\$ 3,888
710068	School of Arch & Design software update (OW/MC)	\$ -
710069	School of Arch & Design MAURD Printer (MC)	\$ 2,605
710070	Midge Karr lighting lab completion (OW)	\$ 25,000
710071	School of Arch & Design upgrades (OW)	\$ 7,076
710072	School of Arch & Design misc furniture upgrades (OW)	\$ 9,000
710073	School of Arch & Design Lockers (OW)	\$ 9,900
710153	Two Laser Cutters (OW/NYC)	\$ 70,951
Total FY 2010		\$ 190,884
Total All Projects FY 2004-10		\$ 8,720,911

I.2.4.g Future Projections

NYIT revenues will continue to be allocated as a % of ARCH enrollment to total enrollment. Expense categories will continue to be allocated as a % of ARCH instructional expense to total expense.

Assumptions: Undergraduate tuition revenue is expected to increase from FY 2009 by a 5.5% tuition rate increase and a 4% enrollment increase every year until FY 2012. Scholarships will increase to maintain the discount rate from FY 2009. Other revenue will remain constant. Instruction expenses will increase from gross wage increases and rising benefit costs. Indirect revenue will remain constant. Indirect expenses will increase at an incremental rate similar to the history.

1.2.5 INFORMATION RESOURCES

1.2.5.a NYIT Library System in Context

The library's mission continues to adhere to that of the University and the School of Architecture and Design in giving students the information tools to gain entry into the careers of their choice. As stated in our Middle States self study of 2008, the central mission of the library is to "manage, deliver, and organize vast amounts of local and distant information to strengthen and expedite teaching, study, and research". The NYIT libraries adequately meet the curricula needs of the NYIT architecture programs and in responding to ever changing instructional needs continue to be designated as Advanced Level by the New York State Library.

The library's mission is to support the curricular and research needs of students, faculty, and staff at NYIT. The goal of library service is to help students achieve success while in college and to foster mastery of research skills for lifelong learning. It is understood that the library, by its nature, supports academic programs by partnering with them to enhance student learning, program development, faculty research, and other professional activities. The library is the cornerstone of a successful college, because it provides access to a wealth of information and offers support services that enable students, faculty, and staff to utilize and evaluate this information.

The library's collections and services continue to benefit from the enormous changes in technology. The library's goals reflect continued and enhanced use of technology to improve the access to the collection, the quality of the collection, educational services, and ease of use. The exponential growth in information combined with rapidly changing technology has resulted in an information environment that is extremely complex. The goals focus on resources and services to assist patrons in finding their way through this information maze.

- Provide state-of-the art access to library resources.
- Deliver quality, user-oriented services responsive to the changing information needs of our diverse and global community.
- Evaluate, acquire, implement and manage resources at a level that meets or exceeds the research needs and expectations of users.
- Continue to provide excellent traditional in-person library educational services while exploring electronic methods to deliver services, including support to distant learners.
- Provide adequate space for library services and upgrade existing facilities as needed.
- Continue to work with groups outside of the NYIT community to enhance the library's image and maximize consortia arrangements.

The Art and Architecture Library supports the mission of the School of Architecture and Design with focus on history, design, and building technology. Resources include all categories of the Library of Congress Classification N (Fine Arts) and within the sub-class of NA (architecture), holdings and collection development include general works; history; theory and criticism; architectural drawing and design; classes of buildings (structures) by material, form and use; building construction; city planning; and the profession of architecture. Holdings are refined and updated to reflect changing curricula and faculty needs.

The libraries are members of a number of national and regional professional associations and consortia, including:

- Art Libraries Association of America (ARLIS)
- Association of Architectural School Librarians (AASL)
- Visual Resources Association (VRA)
- Association of College and Research Libraries (ACRL)

- Special Libraries Association (SLA)
- OCLC (Online Computer Library Center)
- Metropolitan New York Library Council (METRO)
- NYLINK (New York/SUNY OCLC network (WALDO))
- New York Library Association (NYLA)
- Long Island Library Resources Council (LILRC)
- Suffolk County Library Association (SCLA)
- Nassau County Library Association (NCLA)
- LILRC's research loan program (RPL)
- Long Island Council of Library Directors (LICALD)

1.2.5.b Library Administrative Structure

The NYIT Library in the U.S. is administrated by a Library Council, comprised of three library directors and the director of technical services. The directors meet with the provost, associate provost and assistant provost/director of the Center for Teaching and Learning bi-monthly to coordinate management of the library system. The Library Systems Committee, a subcommittee of the Academic Senate, is made up of faculty and librarians to address library related issues. In addition, the architectural librarian meets with the Architecture Departmental Library faculty committee as well as other NYIT library committees including a Database and a Web Development Committee.

1.2.5.c Facilities

The collections actively support NYIT's architecture programs and are housed in two campus libraries, each headed by a director of branch services: The specialist Art and Architecture Library (Education Hall Library), on the Old Westbury campus; and the Manhattan Library, which contains a corresponding collection. Holdings are developed for both campuses to provide for equivalency. Physical exchange of books and scanning and emailing of journal articles between the two libraries and/or directly to students and faculty are conveniently accessible as necessary. Both libraries are located within the buildings housing the architecture classrooms and studios. The Art and Architecture Library in Education Hall added more computing and scanning workstations and upgraded facilities, including painting and new carpeting. Some of the software applications on the student computers include Adobe Photoshop, Illustration, and InDesign; and AutoCad Architecture and Revit Architecture. Additional software is added based on student and faculty need. The second floor of the Manhattan Library was renovated in 2008 as part of an overall phased-in renovation plan. New layout of furniture and shelving, computer equipment and carpeting was created. In addition, a lab with 18 computers shared with other departments was also created in 2007. Both libraries have ample computers (Education Hall has 30 and Manhattan has 55 desktops and 18 laptops), scanners (Manhattan, 4; Education Hall, 6), color and black and white printers, and flat-screens/DVD recorder/players for instruction and presentations. Computers are replaced on a three year cycle. Library usage in both libraries has increased dramatically since the last accreditation. In the Art and Architecture Library in Education Hall, where dedicated usage can be measured since it serves primarily architecture and design students, usage (as of December 2009) has increased 122% since the 2003-2004 academic year. At the time of our last accreditation, NYIT also had an architecture program at a campus in Central Islip, N.Y. When this campus was closed, holdings were integrated into both campus collections.

1.2.5.d Staff and Hours

All NYIT librarians hold M.S.L.I.S. degrees from accredited schools. Many hold additional degrees as well. Members of the library's administrative staff serve on the Long Island Council of Library Directors (LICALD). Librarians are members of AAUP and are classified as professional staff receiving benefits and rank equivalent to teaching faculty. A bachelor degree and/or experience deemed to be the equivalent is required of all support staff applicants.

Education Hall has two full time subject librarians, three part time librarians, one library associate and two part time library associates. Staff is supplemented by student aides and work study students. Education Hall generally employs about 6 student workers per semester and Manhattan, with its three floors, hires about 15. The Manhattan Library has four full time librarians, one part time librarian, 3 full time library assistants and 2 part time library assistants. Information literacy instruction is available at both libraries. Reference services are available at all libraries and through email, phone and virtual reference. Faculty request of books and articles are placed on reserve each semester. The librarians serve as both reference librarians and content information providers. Education Hall is open 64 hours a week during the



fall and spring semesters. Evening and weekend statistics are kept to ensure adequate hours of coverage. The Manhattan campus library, which serves other programs as well, is open 80 hours during the fall and spring semesters.

Art and Architecture Library, Education Hall

- Monday-Thursday, 9-9
- Friday-Saturday, 9-5

Manhattan Library

- Monday-Friday, 9-10
- Saturday, 10-7
- Sunday, 1-7

The Library web portal is key for informing students and faculty of the library's resources. In addition to catalogs for locating print and e-books, and periodicals, there are interactive capabilities, social networking (e.g., Blog, Face book, Twitter, etc.), inter-library loan services and new book/journal requests. Periodical databases are organized on the webpage by subject and title. Research guides, citation resources (e.g., RefWorks) and library instruction and information literacy tutorials are easily accessed through website and streaming tutorials. New acquisitions are posted, along with library news, new resources and service advisories. In addition, the library publishes a newsletter and sends direct notifications to architecture and design faculty about new resources. Periodical databases are organized on the webpage by subject and title. In addition, a journal locator indexes all NYIT periodical holdings.

1.2.5.e Architecture Collections

The following comprise the print and electronic collection holdings and subject areas represented on each campus.

2010 Library Data-NAAB

Institutional Book budget	\$250,000				
Institutional Database bud.	\$326,132	Number of Print Titles			Print & E Titles
Institutional Title holdings	108,816	Ed Hall	Manhattan	Total Combined	Total
NA1-1555.5	General architecture	4067	3348	7415	14
NA1995-2460	Architecture as a profession	181	164	345	5
NA2500-2599.9	General works	471	400	871	10
NA2695-2793	Architectural drawing and design	527	421	948	5
NA2835-4050	Details and decoration	163	116	279	1
NA4100-8480	Special classes of buildings	1755	1246	3001	2
NA9000-9428	Aesthetics of cities. City planning	294	238	532	7
NA1-9428	Subclass NA Architecture	7695	6139	13834	48
N1-9211	Subclass N Visual arts	1579	831	2410	58
NB1-1952	Subclass NB Sculpture	233	144	377	0
NC1-1940	Subclass NC Drawing, Design	430	292	722	6
ND25-3416	Subclass ND Painting	1084	396	1480	9
NK1-9990	Subclass NK Decorative Arts	1100	417	1517	7

NYIT currently subscribes to nearly the entire core holdings list (with 33% now available online) of periodical titles as published by the AASL (Association of Architecture School Librarians). Print is not only relevant but vital to program. E-formats are increasingly being purchased or subscribed to where appropriate for 24/7 access, but so much of the information resources currently required remain available



in print only. In considering migrating to an e-format, one criterion used is whether the online content is available in color and pdf. We also have holdings in CDs and DVD formats. Microfilm formats have been eliminated. Collection development is ongoing with year around acquisitions and purchases of most materials in duplicate for availability at both campuses. Collections are selectively weeded periodically to provide for changing curricula and space needs.

1.2.5.f Visual Resources

NYIT replaced its slide collection with digital collections for visual resources, subscribing to several collections, including over a million images from ARTstor. The advantages of subscribing to such a collection are numerous; providing for 24/7 access, high resolution images, the ability to zoom details, and the ability for faculty to create image lectures, upload their own images, save groups and import them into other software applications for instructional purposes. In addition, the database will continue to expand based upon institutional user needs. Image collection as of 2/1/2010:

Architecture and City Planning (227,224 images)
Decorative Arts, Unitarian objects and Interior Design (72,077 images)
Garden and Landscape (8,893)
Sculpture and installation (120,017)
Drawings and watercolors (47,489)
Paintings (166,587)
Prints (89,123)
Graphic Design (11733)

Some new and collections under development are:
American architecture
Architecture by Le Corbusier
Modern architecture
Contemporary architecture
European architecture
Japanese architecture
Landscape studies

Public art
World monuments
Mexican architecture and urban design
Architecture from ancient sites
Central European Architecture
Plans of ancient and medieval buildings and archaeological sites
Korean Buddhist monasteries and temples
Images from Society of Architectural Historians collection (Sahara)

Other image databases include:

[Bridgeman Art Library Archive](#)

The Bridgeman Art Library Archive is an outstanding archive of images drawn from collections throughout the world.

[Oxford Art Online](#)

Access to the more than 23,000 subject entries, 21,000 biographies, 500,000 bibliographic citations, 40,000 image links and 5,000 images contained within *Grove Art Online*.

The Art and Architecture Library developed numerous thematic PowerPoint slide presentation of images for flat-screen display.

1.2.5.g Art and Architecture Periodical Databases

[Art & Architecture Complete](#)

This database provides full-text coverage of more than 330 periodicals and 215 books. In addition, the database contains citations and abstracts for more than 730 academic periodicals; plus a new Image Collection of over 64,000 images provided by Picture Desk. Subjects: Paintings; Architecture; Landscapes; Artistic Movements; Sculpture.

[ARTstor](#)

ARTstor is a digital visual resource library of art images, associated information, and software tools designed to enhance teaching, learning and scholarship. ARTstor contains in excess of 1,000,000 images of art, architecture and archeology from a wide range of cultures and time periods.

<http://www.artstor.org/using-artstor/u-pdf/inter-architecture.pdf>

[Architectural Publications Index](#)

From RIBA, an international coverage of some 300 core architecture journals.

[Art Full Text \(Wilson Select Plus\)](#)

Provides full text articles on the arts and includes US and international professional and academic journals.

[Art Index Retrospective](#)

Provides access and leads to citations for literature on the visual arts and architecture worldwide.

[Avery Index to Architectural Periodicals](#)

Indexes more than 2,000 periodicals published worldwide on architecture and design. Coverage is from the 1930s (with selective coverage dating back to the 1860s) to the present.

[Bridgeman Art Library Archive](#)

The Bridgeman Art Library Archive is an outstanding archive of images drawn from collections throughout the world. Every subject, concept, style and medium is represented from national museums and private collections. Subjects: design, maps, architecture, paintings, decorative arts.

Credo Reference

Credo Reference contains 100 reference resources, including art history.

Design and Applied Arts Index (DAAI)

An international index to design and craft journals, currently containing over 110,000 annotated references from more than 450 design and craft journals published between 1973-2001.

MAD CAD: Building Codes Online

MADCAD eLibrary contains thousands of building codes and standards from leading code and standard developing organizations. Access to cross-referenced collections of building, electrical, mechanical, plumbing, fire, and maintenance codes from BOCA, SBCCI, ICBO, ICC, and NFPA. MAD CAD gives access to state and local codes to meet architectural, engineering and educational solutions.

Material ConneXion

Material ConneXion is the largest global resource of new and innovative materials. The Materials Library has over 4,500 of the most advanced and innovative materials in the world, with 50-60 new materials added every month.

Oxford Art Online

Access to the more than 23,000 subject entries, 21,000 biographies, 500,000 bibliographic citations, 40,000 image links and 5,000 images contained within *Grove Art Online*.

Oxford Reference Premium

Fourteen volume art and architecture full text reference collection.

Proquest Central

Multi-discipline database of full text articles from a wide variety of periodicals.

Sanborn Maps

New York City plus site-specific maps for specific courses.

1.2.5.g Planning and Recommendations

Projects under development for all NYIT libraries include the implementation of print control, electronic reserves, additional online tutorials and expanded e-formats. The Art and Architecture Library in Education Hall is requesting increased capacity on its computers for the next replacement cycle to accommodate more robust software (e.g., portfolio designing, etc.) creating, in effect, a third needed computer lab. Additional space is warranted with continued growth of usage and collection needs. The Manhattan Library will be undergoing another phase of its renovation program which will include finishing the second floor and renovating the 3rd floor.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 STATISTICAL REPORTS

Program Demographics

STUDENT: Demographics since the last Accreditation Visit						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Ethnic:						
Unknown	31	41	35	27	29	33
Asian	4	5	6	13	12	14
Black	4	5	12	13	7	6
Hispanic	19	24	20	14	15	28
Indian/Alaskan	0	2	2	0	0	0
NRA	18	19	14	13	16	20
White	53	61	71	78	87	70
Total:	129	157	160	158	166	171
Gender:						
Male	84	105	117	120	112	121
Female	44	51	43	38	54	50
Total:	128	156	160	158	166	171

Qualifications						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
SAT Scores	1012	1025	1022	1042	1056	1069

Time to Graduation						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
% completing degree in normal time (5yrs)	NA	NA	NA	65%	57%	61%
% who complete BARCH w/150% of normal time	NA	NA	NA	94%	89%	93%

FACULTY: Demographics since the last Accreditation Visit						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Ethnic:						
Unknown	0	0	0	0	0	0
Asian	0	0	4	4	4	4
Black	1	1	1	1	1	1
Hispanic	1	1	1	1	1	0
Indian/Alaskan	0	0	0	0	0	0
NRA	0	0	0	0	0	0
White	25	24	22	22	22	23
Total:	27	26	28	28	28	28
Gender:						
Male	22	20	22	21	23	23
Female	5	6	6	7	5	5
Total:	27	26	28	28	28	28

Number of Faculty Promoted						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
School of Architecture and Design	1	0	0	1	2	1
NYIT as a whole	2	4	5	2	5	2

Number of Faculty Receiving Tenure						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
School of Architecture and Design	0	0	0	1	1	1
NYIT as a whole	6	4	7	3	5	3

Faculty with Architectural Licenses						
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
SOAD Faculty with Architectural Licenses	48	43	41	45	50	49

STUDENT: Demographics SOAD vs NYIT		
	SOAD	NYIT
Ethnic:		
Unknown	33	5452
Asian	14	759
Black	6	691
Hispanic	28	633
Indian/Alaskan	0	17
NRA	20	1404
White	70	1981
Total:	171	10937
Gender:		
Male	121	6561
Female	50	4376
Total:	171	10937

FACULTY: Demographics SOAD vs NYIT		
	SOAD	NYIT
Ethnic:		
Unknown	0	0
Asian	4	103
Black	1	42
Hispanic	0	36
Indian/Alaskan	0	2
NRA	0	0
White	23	1034
Total:	28	1217
Gender:		
Male	23	733
Female	5	484
Total:	28	1217

I.3.2 ANNUAL REPORTS

I.3.2.a Statistical and Narrative Reports

2005 Annual Report

Part 1 (Annual Statistical Report)

- http://nyit.edu/images/uploads/architecture/nyit_annual_report_2005_stats.pdf

Part 2 (Narrative Report)

- None Required due to 2005 site visit

Part 3 (NAAB Response to Annual Report)

- http://nyit.edu/images/uploads/architecture/nyit_NAAB_response_report_2005_stats.pdf

2006 Annual Report

Part 1 (Annual Statistical Report)

- http://nyit.edu/images/uploads/architecture/nyit_annual_report_2006_stats.pdf

Part 2 (Narrative Report)

- http://nyit.edu/images/uploads/architecture/nyit_annual_report_2006_narr.pdf

Part 3 (NAAB Response to Annual Report)

- http://nyit.edu/images/uploads/architecture/nyit_NAAB_response_report_2006_stats.pdf

2007 Annual Report

Part 1 (Annual Statistical Report)

- http://nyit.edu/images/uploads/architecture/nyit_annual_report_2007_stats.pdf

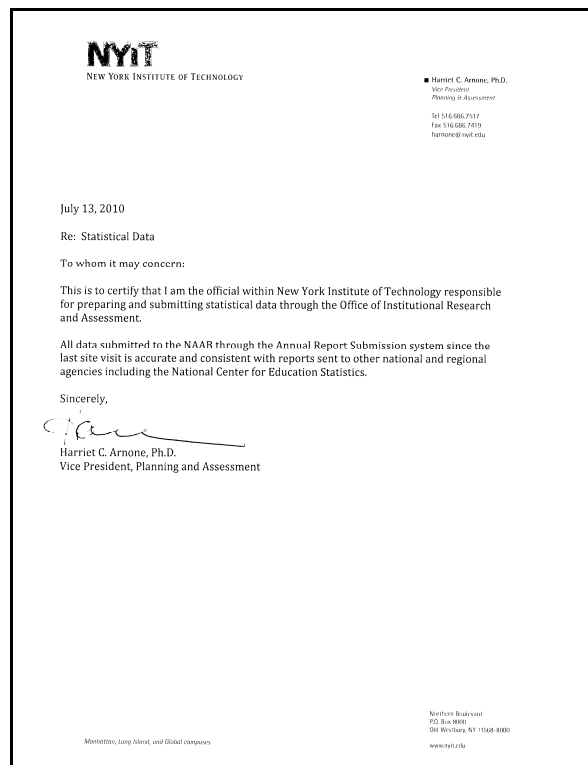
Part 2 (Narrative Report)

- http://nyit.edu/images/uploads/architecture/nyit_annual_report_2007_narr.pdf

Part 3 (NAAB Response to Annual Report)

- http://nyit.edu/images/uploads/architecture/nyit_NAAB_response_report_2007_stats.pdf

I.3.2.b Statement of Compliance that Annual Reports are consistent with reports sent to other Agencies



I.3.3 FACULTY CREDENTIALS (Fall 2007- Fall 2009)

Faculty Member	AAID (Arch) 101. Design Fundamentals I	AAID (Arch) 102. Design Fundamentals II	ARCH 201. Architectural Design I	ARCH 202. Architectural Design II	ARCH 301. Architectural Design III	ARCH 302. Architectural Design IV	ARCH 401. Architectural Design V	ARCH 402. Architectural Design VI	ARCH 501. Architectural Design VII	ARCH 502. Architectural Design VIII	AAID (Arch) 140. Visualization I	AAID (Arch) 160. Intro. To History, Theory, & Criticism in Arch.	ARCH 161. Survey History of Architecture I	ARCH 162. Survey History of Architecture II	ARCH 211. Statics and Strengths of Materials	ARCH 221. Building Construction I	ARCH 222. Building Construction II	AAID (Arch) 240. Visualization II	ARCH 272. Environmental Site Planning	ARCH 311. Structural Steel Design	ARCH 312. Reinforced Concrete Design	ARCH 324. Environmental Systems I	ARCH 325. Environmental Systems II	ARCH 327. Computer Aided Construction Drawings	ARCH 340. Visualization III	ARCH 361. Architectural History and Theory Seminar	ARCH 362. City Planning	ARCH 411. Advanced Structural Concepts I	ARCH 481. Professional Practice I	
Ackerson, Marc Asst Professor (ADJ) Credentials																	X													
	RA. Teaching: 7 yrs. Practice: 16. Focus: Retail design, urban design, sustainability. Professional practice.																													
Albert, Ramona Instructor (ADJ) Credentials											X																			
	Teaching: 1 yr. Practice: 7. Focus: Furniture design, computer applications, conceptual art. Professional practice.																													
Altwicker, Matthias Assoc Professor (FT) Credentials					X	X			X	X						X	X													
	AIA, RA, LEED AP. Teaching: 12 yrs. Practice: 20. Focus: Housing, urban design, sustainability. Professional practice.																													
Amatuzzo, Paul Professor (FT) Credentials			X		X				X	X																				
	RA, NCARB. Teaching: 40 yrs. Practice: 40. Focus: Design. Professional practice.																													
Amoia, Angela Assoc Professor (ADJ) Credentials	X		X	X	X			X										X												
	Teaching: 13 yrs. Practice: 15. Focus: Design. Professional practice.																													
Amornvivant, Urapong Instructor (ADJ) Credentials					X	X																								
	RA. Teaching: 6 yrs. Practice: 13. Focus: Design, theory, experimental design. Professional practice.																													
Anzzolin, Adam Instructor (ADJ) Credentials																X		X							X					
	RA. Teaching: 3 yrs. Practice: 13. Focus: Building construction. Computer applications. Professional practice.																													
Attianese, Thomas Instructor (ADJ) Credentials											X																			
	Teaching: 1 yr. Practice: 3. Focus: Design and drawing.																													
Barker, Christopher Instructor (ADJ) Credentials	X	X									X							X												
	Teaching: 1 yr. Practice: 7. Focus: Design.																													
Bentel, Frederick Professor (FT) Credentials				X	X			X	X	X	X																			
	FAIA. RA. Teaching: 55 yrs. Practice: 53. Focus: Hospitality and institutional design. Professional practice.																													
Bertomen, Michele Assoc Professor (FT) Credentials	X	X			X			X																						
	RA. NCARB. Teaching: 29 yrs. Practice: 35. Focus: Ecology, technology, multi-disciplinary team projects, Solar Decathlon.																													
Brainard, Gabrielle Instructor (ADJ) Credentials											X																			
	Teaching: 1 yr. Practice: 3. Focus: Design, housing, computer applications, and sustainability. Professional practice.																													
Brice, Colin Asst Professor (ADJ) Credentials					X	X																								
	RA. Teaching: 2 yrs. Practice: 15. Focus: Design and drawing.																													
Brinen, Nicholas Instructor (ADJ) Credentials	X										X							X												
	Teaching: 1 yr. Practice: 3. Focus: Design and drawing.																													
Burne, Andy Instructor (ADJ) Credentials		X	X	X														X							X					
	LEED AP. Teaching: 3 yrs. Practice: 5. Focus: Technology, urban design, sustainability. Professional practice.																													
Burns, Keith Instructor (ADJ) Credentials					X																									
	Teaching: 3 yrs. Practice: 3. Focus: Design.																													
Campani, Frances Assoc Professor (FT) Credentials	X			X		X		X			X																			
	RA. Teaching: 28 yrs. Practice: 28. Focus: Housing, urban design, art history, painting. Professional practice.																													
Carbonaro, Charles Instructor (ADJ) Credentials											X																			
	Teaching: 4 yrs. Focus: Architectural drawing. Fine arts.																													
Carruthers, Thomas Instructor (ADJ) Credentials											X																			
	Teaching: 2 yrs. Focus: Design																													
Cazazian, Elizabeth Asst Professor (ADJ) Credentials					X	X		X																						
	Teaching: 3 yrs. Practice: 5. Focus: Commercial, residential, institutional architecture.																													

Faculty Member	AAID (Arch) 101. Design Fundamentals I	AAID (Arch) 102. Design Fundamentals II	ARCH 201. Architectural Design I	ARCH 202. Architectural Design II	ARCH 301. Architectural Design III	ARCH 302. Architectural Design IV	ARCH 401. Architectural Design V	ARCH 402. Architectural Design VI	ARCH 501. Architectural Design VII	ARCH 502. Architectural Design VIII	AAID (Arch) 140. Visualization I	AAID (Arch) 160. Intro. To History, Theory, & Criticism in Arch.	ARCH 161. Survey History of Architecture I	ARCH 162. Survey History of Architecture II	ARCH 211. Statics and Strengths of Materials	ARCH 221. Building Construction I	ARCH 222. Building Construction II	AAID (Arch) 240. Visualization II	ARCH 272. Environmental Site Planning	ARCH 311. Structural Steel Design	ARCH 312. Reinforced Concrete Design	ARCH 324. Environmental Systems I	ARCH 325. Environmental Systems II	ARCH 327. Computer Aided Construction Drawings	ARCH 340. Visualization III	ARCH 361. Architectural History and Theory Seminar	ARCH 362. City Planning	ARCH 411. Advanced Structural Concepts I	ARCH 481. Professional Practice I	
Chen, Shao Instructor (ADJ) Credentials	X																													
AIA. RA. Teaching: 2 yrs. Practice: 11. Focus: commercial architecture.																														
Chin Hong, Henry Instructor (ADJ) Credentials											X						X						X							
Teaching: 9 yrs. Practice: 16. Focus: Commercial architecture																														
Cody, Robert Asst Professor (ADJ) Credentials									X	X																				
AIA. RA. LEED AP. Teaching: 4 yrs. Practice: 22. Focus: Design, urban design, sustainability. Professional practice.																														
Cornell, James Asst Professor (ADJ) Credentials	X								X	X																				
AIA. RA. LEED AP. Teaching: 6 yrs. Practice: 14. Focus: Design, housing. Professional practice.																														
Costello, Timothy J. Asst Professor (ADJ) Credentials																	X	X												
AIA. RA. CKD. Teaching: 3 yrs. Practice: 24. Focus: Design, housing. Professional practice.																														
Crespo, Yazmin Instructor (ADJ) Credentials		X																												
RA. Teaching: 3 yrs. Practice: 3. Focus: Urban design, theory, and history. Professional practice.																														
Cumella, Maria Instructor (ADJ) Credentials				X				X																						
Teaching: 1 yr. Practice: 6. Focus: Design.																														
Dadras, Aly Professor (FT) Credentials																					X	X								
AIA. RA. Teaching: 46 yrs. Practice: 50. Focus: Design, urban design, environmental systems. Professional practice.																														
Dadras, Robert Assoc Professor (ADJ) Credentials																						X	X							
RA. Teaching: 16 yrs. Practice: 21. Focus: Environmental systems. Professional practice.																														
Davis, Edward Asst Professor (ADJ) Credentials															X							X								
AIA. RA. Teaching: 15 yrs. Practice: 22. Focus: Building technology.																														
Davis, Joshua Asst Professor (ADJ) Credentials									X	X																				
AIA. RA. Teaching: 29 yrs. Practice: 33. Focus: Housing, design. Professional practice.																														
Defelice, Nicholas Assoc Professor (FT) Credentials															X					X	X								X	
PE. Teaching: 21 yrs. Practice: 33. Focus: Housing, communication centers. Professional practice.																														
de la Cruz, Francisco Instructor (ADJ) Credentials	X	X								X																				
RA. Teaching: 3 yrs. Practice: 2. Focus: Building and urban design, fine arts. Professional practice.																														
Deupi, Víctor Professor (ADJ) Credentials											X	X															X			
Teaching: 16 yrs. Practice: 6. Focus: History, urban design, research, drawing. Design studio.																														
di Domenico, John Professor (FT) Credentials									X	X																		X		
AIA. RA. NCARB. LEED AP. Teaching: 30 yrs. Practice: 26. Focus: Design, urban design, sustainability, professional practice,																														
Diamond, David Assoc Professor (FT) Credentials		X	X																											
AIA. RA. Teaching: 23 yrs. Practice: 30. Focus: Design, research, graphic design. Professional practice.																														
Dillon, Jon Asst Professor (ADJ) Credentials	X									X																				
Teaching: 3 yrs. Practice: 8. Focus: Design, fine arts.																														
Di Maio, Judith Dean (FT) Credentials									X	X																				
AIA. RA. Teaching: 23 yrs. Practice: 30. Focus: Design, history, theory. Professional practice.																														
DiNatale, Maria Asst Professor (ADJ) Credentials	X	X	X							X																				
AIA. RA. Teaching: 7 yrs. Practice: 22. Focus: Housing, design. Professional practice.																														
DiSanto, Anthony Professor (FT) Credentials																													X	
AIA. RA. NCARB. Teaching: 44 yrs. Practice: 44. Focus: Housing, urban design, sustainability. Professional practice.																														

Faculty Member	AAID (Arch) 101. Design Fundamentals I	AAID (Arch) 102. Design Fundamentals II	ARCH 201. Architectural Design I	ARCH 202. Architectural Design II	ARCH 301. Architectural Design III	ARCH 302. Architectural Design IV	ARCH 401. Architectural Design V	ARCH 402. Architectural Design VI	ARCH 501. Architectural Design VII	ARCH 502. Architectural Design VIII	AAID (Arch) 140. Visualization I	AAID (Arch) 160. Intro. To History, Theory, & Criticism in Arch.	ARCH 161. Survey History of Architecture I	ARCH 162. Survey History of Architecture II	ARCH 211. Statics and Strengths of Materials	ARCH 221. Building Construction I	ARCH 222. Building Construction II	AAID (Arch) 240. Visualization II	ARCH 272. Environmental Site Planning	ARCH 311. Structural Steel Design	ARCH 312. Reinforced Concrete Design	ARCH 324. Environmental Systems I	ARCH 325. Environmental Systems II	ARCH 327. Computer Aided Construction Drawings	ARCH 340. Visualization III	ARCH 361. Architectural History and Theory Seminar	ARCH 362. City Planning	ARCH 411. Advanced Structural Concepts I	ARCH 481. Professional Practice I
Dockery, Matthew Assoc Professor (FT) Credentials									X	X								X							X				
	RA. Teaching: 8 yrs. Practice: 22. Focus: Housing, commercial and urban design, research. Professional practice.																												
Duran, Sergio Instructor (ADJ) Credentials	X				X																								
	Teaching: 4 yrs. Practice: 12. Focus: Housing, urban design, theory, history. Professional practice.																												
Erickson, Sean Asst Professor (ADJ) Credentials							X																						
	Teaching: 3 yrs. Practice: 6. Focus: Housing, urban design, computer applications. Professional practice.																												
Fink, Janet Rose Assoc Professor (ADJ) Credentials					X	X	X	X																					
	AIA. RA. LEED AP. Teaching: 11 yrs. Practice: 22. Focus: Housing, urban design, sustainability. Professional practice.																												
Fischer, Erica Instructor (ADJ) Credentials																					X								
Fischer, James Asst Professor (ADJ) Credentials					X														X										
	Teaching: 1 yr. Practice 16 years. Focus: History, building design, ethics. Professional practice																												
Fischer, Lars Asst Professor (ADJ) Credentials	X	X									X							X											
	RA (Germany). Teaching: 5 yrs. practice 12 years. focus: Housing, sustainability, community design. Professional practice																												
Flaum, Shmuel Instructor (ADJ) Credentials											X	X						X											
	Teaching: 1 yr. Practice: 6. Focus: Drawing, history, computer applications.																												
Fong, Ernesto Asst Professor (ADJ) Credentials																		X							X				
	RA. Teaching: 8 yrs. Practice: 6 yrs. Focus: computer applications.																												
Forley, Glenn Instructor (ADJ) Credentials												X	X																
	Teaching: 11 yrs. Practice: 6. Focus: Theory, history, research.																												
Friedman, Jonathan Professor (FT) Credentials	X				X	X			X	X																			
	RA. NCARB. Teaching: 36 yrs. Practice: 42. Focus: Theory, design, research. Professional practice.																												
Fuentes, Gabriel Instructor (ADJ) Credentials	X	X	X	X							X																		
	Teaching: 5 yrs. Practice: 7. Focus: Design																												
Fulk, Glenn Instructor (ADJ) Credentials									X	X																			
	RA. Teaching: 1 yr. Practice: 25. Focus: Urban and building design. Professional practice.																												
Gabriel, Aaron Instructor (ADJ) Credentials						X				X																X			
	Teaching: 3 yrs. Practice: 9 Focus: Housing, urban design, research.																												
Gabriel, Joseph Asst Professor (ADJ) Credentials																													X
	AIA. RA. Teaching: 7 yrs. Practice: 26. Focus: Construction supervision. Professional Practice.																												
Gallinaro, Joseph Instructor (ADJ) Credentials	X		X	X																									
	LEED AP. Teaching: 1 yr. Practice: 5. Focus: Commercial architecture, hospitality design.																												
Gamburg, Elie Instructor (ADJ) Credentials			X	X																									
	LEED AP. Teaching: 4 yrs. Practice: 8. Focus: High-rise design, digital design, research.																												
Gandhi, Farzana Asst Professor (ADJ) Credentials	X	X			X	X												X							X				
	LEED AP. Teaching: 4 yrs. Practice: 6. Focus: Design, urban design, sustainability, research. Professional practice.																												
Gati, William Asst Professor (ADJ) Credentials		X																											
	AIA. RA. Teaching: 6 yrs. Practice: 25. Focus: Design, CAD, environmental design. Professional practice.																												
Gerardi, Robert Asst Professor (ADJ) Credentials																X													
	AIA. RA. Teaching: 1 yr. Practice: 16. Focus: Professional practice.																												

Faculty Member	AAID (Arch) 101. Design Fundamentals I	AAID (Arch) 102. Design Fundamentals II	ARCH 201. Architectural Design I	ARCH 202. Architectural Design II	ARCH 301. Architectural Design III	ARCH 302. Architectural Design IV	ARCH 401. Architectural Design V	ARCH 402. Architectural Design VI	ARCH 501. Architectural Design VII	ARCH 502. Architectural Design VIII	AAID (Arch) 140. Visualization I	AAID (Arch) 160. Intro. To History, Theory, & Criticism in Arch.	ARCH 161. Survey History of Architecture I	ARCH 162. Survey History of Architecture II	ARCH 211. Statics and Strengths of Materials	ARCH 221. Building Construction I	ARCH 222. Building Construction II	AAID (Arch) 240. Visualization II	ARCH 272. Environmental Site Planning	ARCH 311. Structural Steel Design	ARCH 312. Reinforced Concrete Design	ARCH 324. Environmental Systems I	ARCH 325. Environmental Systems II	ARCH 327. Computer Aided Construction Drawings	ARCH 340. Visualization III	ARCH 361. Architectural History and Theory Seminar	ARCH 362. City Planning	ARCH 411. Advanced Structural Concepts I	ARCH 481. Professional Practice I
Gerst, George Instructor (ADJ) Credentials	X	X									X																		
	Teaching: 2 yr. Practice: 6. Focus: Building design. Professional practice.																												
Gilbert, Richard Instructor (ADJ) Credentials																				X									
	RA. Teaching: 2 yrs. Practice: 15. Focus: Structures and building technology. Professional practice.																												
Graeve, Eckart Asst Professor (ADJ) Credentials	X		X																										
	RA. LEED AP. Teaching: 3 yr. Practice: 8. Focus: Design, urban design, housing. Professional practice.																												
Greiben, Jan Instructor (ADJ) Credentials			X	X																									
	Teaching: 3 yrs. Practice: 21. Focus: Design, critical writing.																												
Griffin, Percy C. Professor (FT) Credentials				X					X	X																			
	AIA, RA. Teaching: 34 yrs. Practice: 43. Focus: Housing, urban design, community design. Professional practice.																												
Guter, Aviad Instructor (ADJ) Credentials														X						X									
	LEED AP. Teaching: 1 yr. Practice: 4. Focus: Building engineering.																												
Gutman, Abraham Assoc Professor (ADJ) Credentials																				X	X								
	PE. Teaching: 20 yrs. Practice: 41. Focus: Building engineering, structures.																												
Harrington, Anthony Asst Professor (ADJ) Credentials		X				X	X				X																		
	RA. LEED AP. Teaching: 2 yrs. Practice: 10. Focus: Residential design, research. Professional practice.																												
Heid, Andrew Instructor (ADJ) Credentials							X			X	X																		
	Teaching: 2 yrs. Practice: 10. Focus: Design, critical writing. Professional practice.																												
Holler, Tobias Asst Professor (FT) Credentials														X	X						X	X							
	AIA, RA. LEED AP. Teaching: 3 yrs. Practice: 10. Focus: Housing, urban design, sustainability, research. Professional practice.																												
Hosono, Mishi Asst Professor (ADJ) Credentials							X																						
	RA. LEED AP. Teaching: 5 yrs. Practice: 14. Focus: Urban and residential design, research. Professional practice.																												
Hossain, Faruque Instructor (ADJ) Credentials																				X									
	Teaching: 2 yrs. Practice: 20. Focus: Building structures, planning, technology, project management. Professional practice.																												
Hwang, Jason Asst Professor (ADJ) Credentials	X	X					X	X	X	X																			
	Teaching: 7 yrs. Practice: 12. Focus: Design, critical writing. Professional practice.																												
Isakadze, Alina Instructor (ADJ) Credentials			X	X																									
	Teaching: 2 yrs. Practice: 7. Focus: Design, commercial, and institutional building. Professional practice.																												
Ivanova, Elena Instructor (ADJ) Credentials										X																			
	Teaching: 10 yrs. Practice: 14. Focus: fine arts, painting, drawing.																												
Jan, Teresa Asst Professor (ADJ) Credentials							X																						
	RA. Teaching: 2 yrs. Practice: 13. Focus: Design, critical writing, sustainability. Professional practice.																												
Johnson, Ben Instructor (ADJ) Credentials	X	X	X																										
	Teaching: 1 yr. Practice: 5. Focus: Design.																												
Karahan, Beyhan Professor (FT) Credentials						X		X							X														
	AIA, RA. LEED AP. Teaching: 34 yrs. Practice: 33. Focus: Design, urban design, sustainability. Professional practice.																												
Kath, Erik Instructor (ADJ) Credentials							X																						
	Teaching: 3 yrs. Practice: 9. Focus: Building and urban design. Professional practice.																												
Kim, Malaika N. Asst Professor (ADJ) Credentials	X					X					X																		
	AIA, RA. LEED AP. Teaching: 5 yrs. Practice: 13. Focus: Design, critical writing, sustainability. Professional practice.																												

Faculty Member	AAID (Arch) 101. Design Fundamentals I	AAID (Arch) 102. Design Fundamentals II	ARCH 201. Architectural Design I	ARCH 202. Architectural Design II	ARCH 301. Architectural Design III	ARCH 302. Architectural Design IV	ARCH 401. Architectural Design V	ARCH 402. Architectural Design VI	ARCH 501. Architectural Design VII	ARCH 502. Architectural Design VIII	AAID (Arch) 140. Visualization I	AAID (Arch) 160. Intro. To History, Theory, & Criticism in Arch.	ARCH 161. Survey History of Architecture I	ARCH 162. Survey History of Architecture II	ARCH 211. Statics and Strengths of Materials	ARCH 221. Building Construction I	ARCH 222. Building Construction II	AAID (Arch) 240. Visualization II	ARCH 272. Environmental Site Planning	ARCH 311. Structural Steel Design	ARCH 312. Reinforced Concrete Design	ARCH 324. Environmental Systems I	ARCH 325. Environmental Systems II	ARCH 327. Computer Aided Construction Drawings	ARCH 340. Visualization III	ARCH 361. Architectural History and Theory Seminar	ARCH 362. City Planning	ARCH 411. Advanced Structural Concepts I	ARCH 481. Professional Practice I
Kim, Soo Instructor (ADJ) Credentials											X																		
	AIA. RA. LEED AP. Teaching: 14 yrs. Practice: 33. Focus: Corporate design. Professional practice.																												
Kitterman, Chris Instructor (ADJ) Credentials			X	X																									
	Teaching: 4 yrs. Practice: 7. Focus: Design, housing, critical writing. Professional practice.																												
Koogler, Adam Instructor (ADJ) Credentials											X							X							X				
	Teaching: 2 yrs. Practice: 3. Focus: Design, critical writing, computer applications.																												
Kuehl, Kaja Instructor (ADJ) Credentials									X	X																		X	
	Teaching: 4 yrs. Practice: 13. Focus: Urban design, critical writing, sustainability.																												
Kunttas, Sima Asst Professor (ADJ) Credentials	X	X	X	X																									
	RA. Teaching: 3 yrs. Practice: 4. Focus: Housing, urban design, critical writing.																												
Kurimoto, Yoko Asst Professor (ADJ) Credentials							X				X																X		
	RA. Teaching: 3 yrs. Practice: 4. Focus: Housing, urban design, critical writing.																												
Lacy, John Instructor (ADJ) Credentials			X	X																									
	Teaching: 2 yrs. Practice: 9. Focus: Housing, urban design, critical writing.																												
Lawler, Daniel Asst Professor (ADJ) Credentials											X	X																	
	RA. Teaching: 5 yrs. Practice: 24. Focus: History, critical writing.																												
Lazzaro, Thomas Asst Professor (ADJ) Credentials															X	X		X											
	RA. Teaching: 5 yrs. Practice: 19. Focus: Housing, building technology, sustainability. Professional practice.																												
Lew, Irwin Paul Assoc Professor (ADJ) Credentials																					X							X	
	PE. Teaching: 10 yrs. Practice: 34. Focus: Critical writing, structures. Professional practice.																												
Lewis, Matthew Instructor (ADJ) Credentials	X	X											X														X	X	
	Teaching: 3 yrs. Practice: 6. Focus: Urban design, sustainability.																												
Liu, Ricky Instructor (ADJ) Credentials	X	X																						X					
	AIA. RA. LEED AP. BD+C. Teaching: 8 yrs. Practice: 14. Focus: Urban design, computer applications. Professional practice.																												
Lloyd, Jane Fox Professor (ADJ) Credentials												X																	
	Teaching: 20 yrs. Focus: History, urban design, research.																												
Lu, Ethan Asst Professor (ADJ) Credentials																		X								X			
	AIA. RA. LEED AP. Teaching: 8 yrs. Practice: 12. Focus: Design, sustainability, computer applications. Professional practice.																												
Martin, William Asst Professor (FT) Credentials														X						X								X	
	Teaching: 3 yrs. Practice: 3. Focus: Structures software, Online structure support.																												
Matz, Margaret Asst Professor (ADJ) Credentials	X	X									X																		
	AIA. RA. LEED AP. Teaching: 1 yr. Practice: 24. Focus: History, drawing, critical writing. Professional practice.																												
Mechaley, Chris Instructor (ADJ) Credentials				X																									
	RA. Teaching: 7 yrs. Practice: 13. Focus: Community and commercial design. Professional practice.																												
Minnock, Thomas Asst Professor (ADJ) Credentials														X	X														
	RA. Teaching: 2 yrs. Practice: 31. Focus: Building technology.																												
Molloy, Julia Instructor (ADJ) Credentials								X	X																				
	LEED AP. Teaching: 2 yrs. Practice: 3. Focus: Housing, research, urban design, sustainability. Professional practice.																												
Mruk, Frank Assoc. Dean (ADJ) Credentials																													X
	AIA. RA. RIBA. NCARB. LEED AP. Teaching: 10 yrs. Practice: 21. Focus: Sustainability, strategic planning and management.																												

Faculty Member	AAID (Arch) 101. Design Fundamentals I	AAID (Arch) 102. Design Fundamentals II	ARCH 201. Architectural Design I	ARCH 202. Architectural Design II	ARCH 301. Architectural Design III	ARCH 302. Architectural Design IV	ARCH 401. Architectural Design V	ARCH 402. Architectural Design VI	ARCH 501. Architectural Design VII	ARCH 502. Architectural Design VIII	AAID (Arch) 140. Visualization I	AAID (Arch) 160. Intro. To History, Theory, & Criticism in Arch.	ARCH 161. Survey History of Architecture I	ARCH 162. Survey History of Architecture II	ARCH 211. Statics and Strengths of Materials	ARCH 221. Building Construction I	ARCH 222. Building Construction II	AAID (Arch) 240. Visualization II	ARCH 272. Environmental Site Planning	ARCH 311. Structural Steel Design	ARCH 312. Reinforced Concrete Design	ARCH 324. Environmental Systems I	ARCH 325. Environmental Systems II	ARCH 327. Computer Aided Construction Drawings	ARCH 340. Visualization III	ARCH 361. Architectural History and Theory Seminar	ARCH 362. City Planning	ARCH 411. Advanced Structural Concepts I	ARCH 481. Professional Practice I
Ruiz, Carolann Instructor (ADJ) Credentials	X	X						X																					
Teaching: 2 yrs. Practice: 11. Focus: Design, critical writing. Professional practice.																													
Santamaria, Giovanni Asst Professor (ADJ) Credentials	X	X				X	X	X		X																			
RA. Teaching: 9 yrs. Practice: 2. Focus: Urban design, history, theory. Professional practice.																													
Sayles, Alan Assoc Professor (FT) Credentials																		X						X					
RA. Teaching: 32 yrs. Practice: 54. Focus: Building construction. Professional practice.																													
Scarpulla, Joseph Asst Professor (ADJ) Credentials		X																											
AIA. RA. Teaching: 6 yrs. Practice: 22. Focus: Residential design, commercial building. Professional practice.																													
Schwartz, Jon Michael Professor (FT) Credentials																											X		
RA. Teaching: 37 yrs. Practice: 39. Focus: Design, urban design, history, theory. Professional practice.																													
Schwartz, Liviu Professor (ADJ) Credentials														X															
PE. Teaching: 20 yrs. Practice: 44. Focus: Building technology. Professional practice.																													
Sciara, Michael Instructor (ADJ) Credentials																		X											
RA. Teaching: 1 yr. Practice: 7. Focus: Building construction, computer applications. Professional practice.																													
Seftel, Donna Instructor (ADJ) Credentials				X	X					X																			
RA. Teaching: 1 yrs. Practice: 32. Focus: Design, housing. Professional practice.																													
Seymour, Kevin Instructor (ADJ) Credentials																		X											
RA. Teaching: 4 yrs. Practice: 14. Focus: Historic preservation, building construction. Professional practice.																													
Sloan, Susan Instructor (ADJ) Credentials				X	X																								
RA. Teaching: 3 yrs. Practice: 8. Focus: Housing, urban and community design. Professional practice.																													
Smith, Roger Asst Professor (ADJ) Credentials																													X
AIA. RA. NCARB. LEED AP. Teaching: 3 yrs. Practice: 25. Focus: Building technology, institutional design. Professional practice.																													
Stein, Barry Asst Professor (ADJ) Credentials										X																			
RA. Teaching: 1 yrs. Practice: 19. Focus: Design. Professional practice.																													
Stoel, Elizabeth Instructor (ADJ) Credentials	X									X																			
LEED AP. Teaching: 2 yrs. Practice: 8. Focus: Theory, design, critical writing. Professional practice.																													
Stramowski, Gerald Instructor (ADJ) Credentials														X	X									X					
Teaching: 1 yr. Practice: 5. Focus: Building technology, Solar Decathlon.																													
Striga, Keith Asst Professor (ADJ) Credentials														X	X								X	X					
AIA. RA. Teaching: 10 yrs. Practice: 12. Focus: Design, computer applications. Professional practice.																													
Supcoff, Evan M. Asst Professor (ADJ) Credentials																													X
AIA. RA. Teaching: 2 yrs. Practice: 17. Focus: Professional practice. Professional practice.																													
Taddeo, Anthony Assoc Professor (ADJ) Credentials																			X										
PE. Teaching: 20 yrs. Practice: 43. Focus: building structures.																													
Taylor, Brian Brace Professor (FT) Credentials										X	X															X			
Teaching: 43 yrs. Practice: 18. Focus: Housing, urban design, history, critical writing.																													
Terzich, Alex Instructor (ADJ) Credentials				X						X															X				
Teaching: 6 yrs. Practice: 7. Focus: Design, history, research, critical writing.																													
Time, Pat Instructor (ADJ) Credentials	X	X								X																			
Teaching: 4 yrs. Practice: 29. Focus: Photography, graphic design, building design. Professional practice.																													

Faculty Member	AAID (Arch) 101. Design Fundamentals I	AAID (Arch) 102. Design Fundamentals II	ARCH 201. Architectural Design I	ARCH 202. Architectural Design II	ARCH 301. Architectural Design III	ARCH 302. Architectural Design IV	ARCH 401. Architectural Design V	ARCH 402. Architectural Design VI	ARCH 501. Architectural Design VII	ARCH 502. Architectural Design VIII	AAID (Arch) 140. Visualization I	AAID (Arch) 160. Intro. To History, Theory, & Criticism in Arch.	ARCH 161. Survey History of Architecture I	ARCH 162. Survey History of Architecture II	ARCH 211. Statics and Strengths of Materials	ARCH 221. Building Construction I	ARCH 222. Building Construction II	AAID (Arch) 240. Visualization II	ARCH 272. Environmental Site Planning	ARCH 311. Structural Steel Design	ARCH 312. Reinforced Concrete Design	ARCH 324. Environmental Systems I	ARCH 325. Environmental Systems II	ARCH 327. Computer Aided Construction Drawings	ARCH 340. Visualization III	ARCH 361. Architectural History and Theory Seminar	ARCH 362. City Planning	ARCH 411. Advanced Structural Concepts I	ARCH 481. Professional Practice I
Tocci, Nat Asst Professor (ADJ) Credentials																				X	X								
	PE. Teaching: 1 yr. Practice: 6. Focus: Structural engineering, building technology, construction. Professional practice.																												
Tymus, Peter Asst Professor (ADJ) Credentials																X	X												
	Teaching 6 yrs. Practice: 32. Focus: Building technology, construction practices.																												
Vossoughian, Nader Asst Professor (FT) Credentials												X	X	X													X	X	
	Teaching: 12 yrs. Focus: Urban design, history, culture, critical writing.																												
Walters, Brad Instructor (ADJ) Credentials												X																	
	Teaching: 1 yr. Focus: Urban design, theory, history.																												
Weil, Greta Instructor (ADJ) Credentials	X																												
	AIA. RA. Teaching: 1yr. Practice: 30. Focus: Design, housing. Professional practice.																												
Wiesenfeld, James Professor (FT) Credentials														X						X	X							X	
	PE. Teaching: 29 yrs. Practice: 29. Focus: Building structures, critical writing. Professional practice.																												
Yost, Christopher Instructor (ADJ) Credentials	X	X																											
	Teaching: 2 yrs. Practice: 10. Focus: Design. Urban design. Professional practice.																												
Zoli, Thomas Instructor (ADJ) Credentials																		X							X				
	1 yr. Practice: 10. Focus: Computer applications, building design, and construction. Professional practice.																												

PART ONE (I): SECTION 4 – POLICY REVIEW

The following documents will be provided in the team room for use of the visiting team:

- Studio Culture Policy
http://www.nyit.edu/architecture/about/studio_culture/
- Self-Assessment Policies and Objectives
<http://www.nyit.edu/planning/>
http://www.nyit.edu/planning/strategic_planning/
http://www.nyit.edu/planning/institutional_assessment/
http://www.nyit.edu/images/uploads/about/Institutional_Assessment_Plan1_8_09.pdf
- Personnel Policies including:
 - Position descriptions for all faculty and staff
http://www.aapatnyit.org/new_cba.pdf
 - Rank, Tenure, & Promotion
http://www.aapatnyit.org/new_cba.pdf
 - Reappointment
http://www.aapatnyit.org/new_cba.pdf
 - EEO/AA:
Faculty Handbook
http://www.nyit.edu/images/uploads/academics/Faculty_Handbook_2008.pdf
 - Diversity
http://www.nyit.edu/images/uploads/academics/Faculty_Handbook_2008.pdf
http://www.nyit.edu/images/uploads/admissions/Catalog_undergrad0910.pdf
 - Faculty Development, including but not limited to; research, scholarship, creative activity, or sabbatical.
http://www.aapatnyit.org/new_cba.pdf
<http://www.nyit.edu/ospar>
http://www.nyit.edu/academic_affairs/research/

- Admissions Requirements
http://www.nyit.edu/images/uploads/admissions/Catalog_undergrad0910.pdf
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs
http://www.nyit.edu/images/uploads/admissions/Catalog_undergrad0910.pdf
- Policies and documents on use and integration of digital media in architecture curriculum
[http://www.nyit.edu/images/uploads/VIS_2010\(1\).pdf](http://www.nyit.edu/images/uploads/VIS_2010(1).pdf)
http://www.nyit.edu/images/uploads/campus_life/USS_ComputingCodeUsage.pdf
- Policies on academic integrity for students (e.g., cheating and plagiarism)
http://www.nyit.edu/images/uploads/campus_life/STUDENT_HANDBOOK-2009_2010.pdf
- Policies on library and information resources collection development
<http://nyit.edu/library/policies>
<http://nyit.edu/library/policies#development>
- A description of the information literacy program and how it is integrated with the Curriculum
http://www.nyit.edu/arts_and_sciences/about/core_curriculum
<http://www.nyit.edu/images/uploads/featuredcontent/Information%20Literacy%20Rubric.pdf>
- Facility and Student/Faculty ratios
 - Student-to-Faculty ratios

OLD WESTBURY Student to Faculty Ratios				MANHATTAN Student to Faculty Ratios			
Class	Stud.	Faculty	Ratio	Class	Stud.	Faculty	Ratio
Studio	382	31	12.3/1	Studio	356	30	11.9/1
Class/Lecture Rm	778	42	18.5/1	Class/Lecture Rm	880	47	18.7/1
Seminar	40	3	13.3/1	Seminar	39	3	13/1
total:	1200	76	15.7/1	total:	1275	80	15.9/1

- Square feet per student for space designated for studio-based learning

OLD WESTBURY (SPRING 2010)				
SF per Student for studio-based learning				
Studio Populations	Studio # stud. (room #) AREA			Avg. SF / Student
ARCH 101/102, 201/202 evening sections share studio space (hot desks)				
ARCH 101	35	133*, 134*	3,234	20.46
ARCH 102	97	135*, 136*		
ARCH 201				
ARCH 202	26			
sub total	158			
ARCH 201		213, 216,	6,762	51
ARCH 202	63	231		
ARCH 301		216, 218,		
ARCH 302	70	231		
ARCH 401		137, 139	2,290	
ARCH 402	41	141		56
ARCH 501			3,499	
ARCH 502	50	140, 223		70
sub total	382		15,785	41

MANHATTAN (SPRING 2010)				
SF per Student for studio-based learning				
Studio Populations	Studio # stud. (room #) AREA			Avg. SF / Student
ARCH 101 - 402 share studio space (hot desks)				
ARCH 101	48	1119 *	773	23
ARCH 102	86	1120 *	972	
ARCH 201				
ARCH 202	81			
ARCH 301				
ARCH 302	59			
ARCH 401				
ARCH 402	49	LL *	5,600	
sub total	323		7,345	
ARCH 501 - 502 - dedicated studio - 1 desk per student				
ARCH 501				
ARCH 502	37	1013	2,140	58
sub total	360		9,485	26

* Design studios meet twice weekly, and are scheduled in either morning, afternoon or evening time slots. First year, second year evening, and third year studios meet on a M/TH schedule. First year, second year, fourth year, and fifth year studios meet on a T/F schedule. Beyond first year and second year evening studios, all students possess dedicated desks.

* Design studios meet twice weekly, and are scheduled in either morning, afternoon or evening time slots. First and third year studios meet on a M/TH schedule and second and fourth year studios meet on a T/F schedule. These same 3 studio spaces are used 4 days per week, 3 times each day, to accommodate all Manhattan sections of 1st through 4th year studio courses.

- Square feet per faculty member for space designated for support of all faculty activities and responsibilities

OLD WESTBURY SF per faculty for support activities			MANHATTAN SF per faculty for support activities		
# Full-time faculty	SF of office space	Average	# Full-time faculty	SF of office space	Average
15	1787	120	11	834	76
# adjunct faculty	SF of office space	Average	# adjunct faculty	SF of office space	Average
36	352	10	42	143	3
total:	51	2109	total:	53	18

II. Educational Outcomes and Curriculum

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria

To ensure that the School of Architecture and Design students possess the skills and knowledge defined by the student performance criteria established by NAAB, Curriculum co-coordinators are appointed by the dean to oversee each of the five years of the design curriculum. Other coordinators are assigned to the non-design curricula. Curriculum co-coordinators have numerous responsibilities, one of the most important of which is the preparation of the Course Manuals that explain the content of the semester's work in terms of objectives, design problems, exercises, and the semester schedule. The School of Architecture and Design curricular goals are guided by the expectations of the specific performance criteria and their interrelationships as outlined in the Three Realms.

In this section of the APR, we will show how each student performance criterion is integrated within the curriculum. A "Student Performance Matrix" (Section II.1.1.d) summarizes the integration in table format, indicating where student work samples can be found with which to evaluate compliance. When Arch 402 is referenced below with an asterisk (Arch 402*), it indicates an student performance criterion that is referenced under the umbrella of "B.6 Comprehensive Design". In these cases, evidence of learning outcomes provided by Arch 402 is seen as supplementary.

II.1.1.a Realm A: Critical Thinking and Representation

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Student learning aspirations include:

II.1.1.a.1 Communication Skills

NYIT's required undergraduate Core Curriculum includes 15 credits in English and speech in which students develop the *Ability* to practice the general skills of effective writing, speaking and listening. In the architecture history courses students build upon these writing, verbal and listening skills, are taught formal analysis, and are asked to make detailed written analyses of buildings. Fifteen credits of required courses in architectural history and theory ask for clear, logical and articulate written presentations. These include Arch 361 Architectural History and Arch 362 City Planning.

Matrix Reference: Arch 361 and Arch 362,

II.1.1.a.2 Design Thinking Skills

Design Studios require the *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards. Arch 201 is focused on the understanding and resolution of the requirements and influences of site within a specific building program. Arch 301 and Arch 402* (Comprehensive Design) are the only design studios where students spend the entire semester on a single design project of moderate spatial complexity, usually on a New York City site. Arch 501 is the first half of a two-course thesis sequence providing the student with an opportunity to carry out an architectural design in depth; this semester is devoted to research, programming, and presentation of alternative schematic proposals. Students are required to present their research in summarized form as a thesis statement, a "pecha kucha" presentation, and a thesis research booklet.

Matrix Reference: Arch 201, Arch 301, Arch 402* and Arch 501



II.1.1.a.3 Visual Communication Skills

Design Studios and Visualization classes are where NYIT students develop the *Ability* to use appropriate representational media, such as traditional orthographic and digital drawing skills, to convey essential architectural elements at each stage of the design process. In Arch 301 and Arch 501/502 (Thesis), students are expected to demonstrate mastery of required graphic communication skills. In Arch 340 Visualization III the schematic design of a tall building provides opportunities for advanced instruction in techniques of digital modeling and rendering, multi-media representation, cinematic animation and graphic design.

Matrix Reference: Arch 301, Arch 340, Arch 501 and Arch 502

II.1.1.a.4 Technical Documentation

The *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design is developed in design studio, building construction and Construction Drawing classes. Arch 402* Comprehensive Design, Arch 221 Building Construction I, Arch 222 Building Construction II and Arch 327 Computer Aided Construction Drawings

Matrix Reference: Arch 221, Arch 222 and Arch 327 and Arch 402*

II.1.1.a.5 Investigative Skills

The *Ability* to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes is primarily developed in the design studios. In Arch 302 (Housing Studio) students develop a mixed use housing development for a new site in New York City; adaptation of precedent research, application of basic building technology and use of life safety criteria are incorporated. Arch 401 is a community design studio developed in collaboration with a local municipality or community group; the studio focus is on planning and urban design with requirements for spatial and social mapping, neighborhood analysis and community master planning. Arch 402* is comprehensive design and Arch 501 is the one semester formal research phase of the 2 semester thesis.

Matrix Reference: Arch 302, Arch 401, Arch 402* and Arch 501

II.1.1.a.6 Fundamental Design Skills

The *Ability* to effectively use basic architectural and environmental principles in design is primarily demonstrated in the Arch 301 and Arch 502 Thesis design studios. This ability is also developed in Arch 272 Environmental Site Planning where concepts of land use development with respect to the environmental impacts of project construction and post-construction performance are investigated. Also introduced are factors to consider when proposing human interventions in the ecology of the earth, including climatic parameters of sun, wind, water and biomass, as well as human parameters such as zoning, landscaping, use, and noise, and building with its auxiliary exigencies. Students will analyze sites, form land use plans, organize vehicular and pedestrian traffic, and assess the mutual impacts of the above on a given project.

Matrix Reference: Arch 272, Arch 301, and Arch 502

II.1.1.a.7 Use of Precedents

The *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architectural and urban design projects is developed first in the Arch 201 Design studio which is focused on the development of a parti with respect to the project site and its influences within a specific building program, and in the Arch 202 design studio which is focused on the precedent driven design of the vertical surface and the integration of the building

façade with the plan and section. The Arch 302 housing studio also utilizes precedent study to develop a 40-60 unit housing development.

Matrix Reference: Arch 201, Arch 202, and Arch 302

II.1.1.a.8 Ordering Systems Skills

Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design is primarily developed in the AAID 101 Design Fundamentals Studio where the curriculum is delivered through a series of exercises that introduce the importance of composition, process and methodology in design and in the Arch 202 Design Studio where students begin to understand how to organize program, circulation and structure as well as architectural language, context and materiality. The Arch 301 Studio further develops the understanding of these fundamentals through the integration of the required program with egress, structure, handicap compliance, façade design and sustainability. Arch 402* Comprehensive Design, has as its goal the integration of ordered architectural and building systems.

Matrix Reference: AAID 101, Arch 202, Arch 301 and 402*

II.1.1.a.9 Historical Traditions and Global Culture

Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors are developed in Arch 361 Identities in Contemporary Nonwestern Architecture where emphasis is on South and Southeast Asia, Middle East, Africa and Latin America and Arch 362 City Planning where a comparative analysis of urban design and planning from the classical period to the present is explored through attitudes and theories that have shaped the city historically in the context of prevailing social, economic, and political conditions. Arch 402*, Comprehensive Design, examines precedent research from diverse climates and cultures.

Matrix Reference: Arch 361, Arch 362 and Arch 402*

II.1.1.a.10 Cultural Diversity

Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects is primarily developed in Arch 161 History of Architecture Survey I and Arch 162 History of Architecture Survey II. These understandings are further developed in Arch 361.

Matrix Reference: Arch 161, Arch 162, and Arch 361

II.1.1.a.11 Applied Research

Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior is developed in Arch 222 Building Construction II where the course methodology places emphasis on how the parameters of climate, construction, and material define and enrich the making of a piece of architecture. These understandings are further developed in Arch 325 Environmental Systems II where provisions for the integration of comfort, health and safety are integrated into the design process. The Arch 402* Comprehensive design studio also furthers the understanding of the role of applied research.

Matrix Reference: Arch 222, Arch 325 and Arch 402*

II.1.1.b Realm B: Integrated Building Practices, Technical Skills and Knowledge

Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Student learning aspirations include:

II.1.1.b.1 Pre-Design

The *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria is developed in Arch 272 Environmental Site Planning where skills are developed to enable interventions in the ecology of the earth, including climatic parameters of sun, wind, water and biomass, as well as human parameters such as zoning, landscaping, use, and noise, and building with its auxiliary exigencies and in Arch 501 Thesis, emphasis is placed on thorough research and its physical, social, and conceptual parameters. Students are required to present their research in summarized form as a thesis statement, a “pecha kucha” presentation, and a thesis research booklet.

Matrix Reference: Arch 272, and Arch 501

II.1.1.b.2 Accessibility

The *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities is developed in Arch 272 Environmental Site Planning where students analyze sites, organize accessible vehicular and pedestrian traffic, and assess the mutual impacts of the above on a given project. This ability is also developed in Arch 301 and Arch 302 Design Studios where egress and handicap accessibility are addressed in the design of a medium sized building and then with an urban housing project. Arch 402* Comprehensive Design further develops these principles.

Matrix Reference: Arch 272, Arch 301, Arch 302, and Arch 402*

II.1.1.b.3 Sustainability

The *Ability* to design projects that optimize, conserves, or reuses natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency is developed in Arch 222 Building Construction II through the application of principles of passive building design, insulation, cladding, water tightness in sustainably design. Arch 324 Environmental Systems I and Arch 325 Environmental Systems II develop sustainable building systems which include the introduction of both active and passive design and energy management principles. Arch 402* Comprehensive Design further develops these principles.

Matrix Reference: Arch 222, Arch 324, Arch 325, and Arch 402*

II.1.1.b.4 Site Design

The *Ability* to respond to site characteristics and conditions such as soil, topography, vegetation, and watershed in the development of a project design is principally covered in Arch 272 Environmental Site Planning where concepts of land use development with respect to the environmental impacts of project construction and post-construction performance are developed. Students analyze sites, form land use plans, organize vehicular and pedestrian traffic, and assess the mutual impacts of the above on a given project. Arch 402* Comprehensive Design Studio further develops these principles.



Matrix Reference: Arch 272 and Arch 402*

II.1.1.b.5 Life Safety

The *Ability* to apply the basic principles of life-safety systems with an emphasis on egress is developed in Arch 301 Design Studio where students develop their project at a larger scale with required egress and in Arch 302 Housing Studio where these principles are further developed in the context of a housing development. These activities are further emphasized in the Arch 402* Comprehensive Design Studio.

Matrix Reference: Arch 301, Arch 302 and Arch 402*

II.1.1.b.6 Comprehensive Design

The *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating Design Thinking Skills, Technical Documentation, Investigative Skills, Ordering Systems, Historical Traditions and Global Culture, Accessibility, Sustainability, Site Design, Life Safety, Environmental Systems, and Structural Systems is developed in the Arch 402* Comprehensive Design Studio where students develop a project to a high level of completion and formal resolution.

Matrix Reference: Arch 402*

II.1.1.b.7 Financial Considerations

Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting is principally developed in Arch 481 Professional Practice.

Matrix Reference: Arch 481

II.1.1.b.8 Environmental Systems

Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools is developed in Arch 324 Environmental Systems I and Arch 325 Environmental Systems II where the provisions for comfort, health and safety are developed with provisions on integrating them into the architectural design process. Arch 402* Comprehensive Design demonstrates prior development of these principles.

Matrix Reference: Arch 324, Arch 325 and Arch 402*

II.1.1.b.9 Structural Systems

Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems is learned in Arch 222 Building Construction II where the efficiency and logic of construction systems is explored, Arch 311 Structural Steel Design, and Arch 312 Reinforced Concrete Design and Arch 411 Advanced Structural Concepts. Arch 402* Comprehensive Design also demonstrates prior development of these principles.

Matrix Reference: Arch 222, Arch 311, Arch 312, Arch 402*, and 411

II.1.1.b.10 Building Envelope Systems

Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources is learned in Arch 221 Building Construction I and Arch 222 Building

Construction II where the course methodology places emphasis on how envelope design is related to structural efficiency and performance standards. This understanding is further developed in Arch 324 Environmental Systems I and Arch 325 Environmental Systems II where integrating these systems into the architectural design process is the main goal.

Matrix Reference: Arch 221, Arch 222, Arch 324 and Arch 325

II.1.1.b.11 Building Service Systems

Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems is learned in Arch 324 Environmental Systems I and Arch 325 Environmental Systems II where emphasis is placed on the integration of these systems into the architectural design process.

Matrix Reference: Arch 324 and Arch 325

II.1.1.b.12 Building Materials and Assemblies

Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse is introduced in Arch 221 Building Construction I and Arch 222 Building Construction II where the course stresses the design of a building as related to the environment and performance aspects of material and assembly systems. Arch 402* Comprehensive Design demonstrates prior development of these principles.

Matrix Reference: Arch 221, Arch 222 and Arch 402*

II.1.1.c Realm C: Leadership and Practice

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills.

Student learning aspirations include:

II.1.1.c.1 Collaboration

The *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects is developed in AAID 102 Design Fundamentals II. This is further developed in Arch 272 where students analyze sites, form land use plans, organize vehicular and pedestrian traffic, and assess the mutual impacts of the above on a given project where they visit a public hearing. This ability is also demonstrated in the Arch 401 Community Design Studio where students collaborate with a local municipality or community group.

Matrix Reference: AAID 102, Arch 272, and Arch 401

II.1.1.c.2 Human Behavior

Understanding of the relationship between human behavior, the natural environment and the design of the built environment is undertaken in Arch 272 Environmental Site Planning where concepts of land use development with respect to the environmental impacts of project construction and post-construction performance are developed. Through case studies, a visit to a public hearing and a final semester project, students will learn how community involvement and local regulatory agencies affect the site planning and development of a project.

Matrix Reference: Arch 272

II.1.1.c.3 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains is developed in Arch 401 the Community Design Studio where the project is undertaken in collaboration with a local municipality group or community group and in Arch 481 Professional Practice where the responsibilities and obligations of the Architect to society and various groups is covered.

Matrix Reference: Arch 401 and Arch 481

II.1.1.c.4 Project Management

Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods is developed in Arch 481 Professional Practice where project management tools and methods are covered in the curriculum.

Matrix Reference: Arch 481

II.1.1.c.5 Practice Management

Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice is developed in Arch 481 Professional Practice where a clear understanding of architectural practice management is developed.

Matrix Reference: Arch 481

II.1.1.c.6 Leadership

Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities is covered in Arch 481 Professional Practice where leadership techniques are delivered.

Matrix Reference: Arch 481

II.1.1.c.7 Legal Responsibilities

Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws is developed in Arch 481 Professional Practice where legal responsibilities are covered.

Matrix Reference: Arch 481

II.1.1.c.8 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice is undertaken in Arch 272 Environmental Site Planning where factors to consider when proposing human interventions in the ecology of the earth, including climatic parameters of sun, wind, water and biomass, as well as human parameters such as zoning, landscaping, use, and noise, and building are introduced and in Arch 481 Professional Practice where the ethical issues of practice are discussed in the context of the AIA and NCARB ethic standards.

Matrix Reference: Arch 272 and Arch 481

II.1.1.c.9 Community and Social Responsibility

Understanding of the architect's responsibility to respect historic resources, and to improve the quality of life for local and global neighbors is developed in Arch 481 Professional Practice where working in the public interest is covered.

Matrix Reference: Arch 481

II.1.1.d Student Performance Criteria Matrix

[illegible]

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 REGIONAL ACCREDITATION

New York Institute of Technology is chartered by the Board of Regents of the State of New York and accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267.284.5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

The most recent statement of accreditation is posted on the Middle States web site:

<http://www.msche.org/documents/SAS/328/Statement%20of%20Accreditation%20Status.htm>

II.2.2 Professional Degrees and Curriculum

II.2.2.a Description of the Program

The School of Architecture and Design offers degrees both in architecture and interior design. Four degrees are offered in Architecture: an Associate in Applied Science in Architectural Technology Degree (AAS), a Bachelor of Science in Architectural Technology (BSAT), a Bachelor of Architecture (BARCH), and a Master of Architecture in Urban and Regional Design (MAURD). The BARCH degree is recognized as a first professional degree and is accredited by the National Architectural Accrediting Board (NAAB). The master's program offers a "post-professional degree". The school also offers a Bachelor of Fine Arts in Interior Design (BFA) which is a professional degree accredited by The Council for Interior Design Accreditation (CIDA).

II.2.2.b Bachelor of Architecture Curriculum Requirements

The curriculum requirements for the Bachelor of Architecture accredited degree program can be found in the NYIT Undergraduate Catalog available on the NYIT website:

http://www.nyit.edu/images/uploads/admissions/Catalog_undergrad0910.pdf

II.2.2.b.1 The first two years

All students admitted to the first year of the architecture program enter the Bachelor of Science in Architecture Technology (BSAT) program and must have a minimum combined SAT score of 1000. They complete a common curriculum for the first two years during which they complete studios and architectural history courses, as well as undergraduate core liberal arts courses such as English composition, math, physics, behavioral science, economics, fine arts, and social science. (See II.2.2.d.1 Introduction of a New Core Curriculum,).

II.2.2.b 2 The accredited BARCH program

Admission to the BARCH program, which occurs at the end of the sophomore year, requires the submission of a portfolio of the student's design work, called the "Foundation Portfolio," which is reviewed by a committee of faculty members. Following the acceptance of the Foundation Portfolio by the review committee, the student candidate may apply for admission to the Bachelor of Architecture program. At the time of application, the student must demonstrate a cumulative grade average of 2.75 for all courses undertaken at NYIT or 3.00 for courses undertaken in architecture exclusively.

II.2.2.b 3 BARCH curriculum overview



Two semesters of Design Fundamentals, the first-year design studios, introduce the student to the basic principles of three-dimensional design through a series of composition, planning, and introductory design problems. In the second year, progressively more demanding problems, in addition to significant building design analysis exercises, are undertaken. In the third year, students are required to solve architectural problems involving small but increasingly more complex building programs. The focus of third year design studio is design for the public. In the fall students design a small but complex public building that also acts as an introduction to comprehensive design. In the spring the students design a mid-sized public housing project, including outdoor space and associated amenities. Urban and community design and building design programs are emphasized in the fourth year. In the fifth and final year of the five-year program, students undertake a self-initiated thesis project which serves to demonstrate a cumulative grasp of all of the factors that influence the design of a complex work of architecture.

The NYIT School of Architecture and Design program is widely respected by the professional community for its course offerings in areas of building technology. Architect Magazine ranked NYIT one of the top four Building Technology Schools in the US in its Dec. 2009 Architecture Schools Guide. The NYIT School of Architecture and Design was ranked in the "Schools that Excel in Building Technology and Construction" category. Technical competence is cultivated by exposure to an array of course offerings that cover all aspects of building materials, structural systems, and mechanical and electrical systems. Two parallel course sequences: one in structures, and one in building technology, begins in the second year. Assignments in each sequence introduce technology and its representation through the design and detailing of a small, sited structure. The end of these course sequences coincides with the comprehensive design studio, bringing knowledge from both technology and design studio together.

The management of the construction process is covered by comprehensive upper level courses that focus on the procedures of professional practice. The technology faculty - all practicing architects and engineers - are active members of their professional communities. They bring real-world experience to the coursework and maintain an up-to-date bridge between the curriculum and changes in professional practice.

School of Architecture and Design Curriculum requirements for the **Bachelor of Architecture (BARCH 160 credits)**

Discovery Core (effective entering class 2010, old core will be available in the team room)

Foundations:		Credits:
FCWR 101	Writing I: Foundations of College Composition	3
FCWR 151	Writing II: Foundations of Research Writing	3
FCSP 105	Foundations of Speech Communication	3
FCSC 101	Foundations of Scientific Process	3
FCIQ 101	Foundations of Inquiry	3
FCWR 303	Communication for Art and Design	3
		18 credits
Seminars:		
ICLT 3xx	Literature choice	3
ICPH 3xx	Philosophy choice	3
ICBS 3xx	Behavioral Science choice	3
ICSS 3xx	Social Science choice	3
		12 credits
Math & Science:		
MATH 141	Pre-calculus	4
PHYS 136	Physics for the Modern Architect	4
		8 credits
Major Requirements		
Architecture & Interior Design		
AAID 101	Design Fundamentals I	5
AAID 102	Design Fundamentals II	5
AAID 140	Visualization I	3
AAID 160	Introduction to History, Theory and Criticism in Architecture and Design	3
AAID 240	Visualization II	3
		19 credits
Architecture		
ARCH 161	Survey History of Architecture I	3
ARCH 162	Survey History of Architecture II	3



ARCH 201	Architectural Design I	5
ARCH 202	Architectural Design II	5
ARCH 211	Statics and Strength of Materials	3
ARCH 221	Building Construction I	3
ARCH 222	Building Construction II	3
ARCH 272	Environmental Site Planning	3
ARCH 301	Architectural Design III	5
ARCH 302	Architectural Design IV	5
ARCH 311	Structural Steel Design	3
ARCH 312	Reinforced Concrete Design	3
ARCH 324	Environmental Systems I	3
ARCH 325	Environmental Systems II	3
ARCH 327	CAD Construction Drawings	3
ARCH 340	Visualization III	3
ARCH 361	Arch History and Theory Sem.	3
ARCH 362	City Planning	3
ARCH 401	Architectural Design V	5
ARCH 402	Architectural Design VI	5
ARCH 411	Advanced Structural Concepts I	3
ARCH 481	Professional Practice I	3
ARCH 501	Architectural Design VII	5
ARCH 502	Architectural Design VIII	5
	Architecture Electives	6

94 credits

9

Electives (non-ARCH)

Total credits required

160

YEAR TERM	DESIGN STUDIO	VISUAL MEDIA	DISCIPLINE RELATED HISTORY	TECHNOLOGY		CORE	TOTAL CR.	
YEAR 1	FALL AAID 101 DESIGN FUND. I Co-Req: AAID 140	5 AAID 140 VISUALIZATION I Co-Req: AAID 101				FCIQ 101 FOUNDATIONS OF INQUIRY	MATH 141 COLL ALGEBRA & TRIGONOMETRY Placement Test	15
	SPRING AAID 102 DESIGN FUND II Pre-Req: AAID 101 Co-Req: AAID 240	5 AAID 240 VISUALIZATION II Pre-Req: AAID 140	3 AAID 160 INTRO HISTORY Spring Only				PHYS 136 PHYS MODERN ARCH Pre-Req: MATH 141 or TMAT 155	15
YEAR 2	FALL ARCH 201 ARCH DESIGN I Pre-Req: AAID 102	5		ARCH 211 STATICS Pre-Req: PHYS 136 & MATH 141	3 ARCH 221 BLDG CONSTR I Pre-Req: AAID 102 and AAID 240	FCWR 101 FOUNDATIONS OF COMP & WRIT	FCSP 105 FOUNDATIONS OF SPEECH COMM Pre-Req: FCWR 101	17
	SPRING ARCH 202 ARCH DESIGN II Pre-Req: ARCH 201	5	ARCH 161 HIST ARCH I Pre-Req: AAID 160	ARCH 311 STRUCT STEEL Pre-Req: ARCH 211	3 ARCH 222 BLDG CONSTR II Pre-Req: ARCH 221 Co-Req: ARCH 324	FCWR 151 FOUNDATIONS OF RESEARCH WRITING Pre-Req: FCWR 101		17
YEAR 3	FALL ARCH 301 ARCH DESIGN III Pre-Req: ARCH 202	5	ARCH 162 HIST ARCH II Pre-Req: ARCH 161	ARCH 312 REINF CONCRETE Pre-Req: ARCH 211	3 ARCH 324 ENVIRONMENTAL SYSTEMS I Pre-Req: ARCH 202 Co-Req: ARCH 222	FCSC 101 FOUNDATIONS OF SCIENTIFIC PROCESS		17
	SPRING ARCH 302 ARCH DESIGN IV Pre-Req: ARCH 301, ARCH 311 or ARCH 312	5 ARCH 327 CAD CONST DRAW Pre-Req: ARCH 202, ARCH 211, 221, 222	3		ARCH 325 ENVIRONMENTAL SYSTEMS II Pre-Req: ARCH 202 AAID 240, ARCH 324	FCWR 303 COMM FOR ARTS & DESIGN or Any FCWR 300	3	17
YEAR 4	FALL ARCH 401 ARCH DESIGN V Pre-Req: ARCH 302 [a]	5	ARCH 362 CITY PLANNING Pre-Req: ARCH 302	ARCH 411 ADV STRUCTURE I Pre-Req: ARCH 311 and ARCH 312	3 ARCH 272 ENVIRONMENTAL SITE PLANNING Pre-Req: ARCH 202 & AAID 240	ICBS BEHAVIORAL SCIENCE CORE [c]		17
	SPRING ARCH 402 ARCH DESIGN VI Pre-Req: ARCH 401 [b]	5 ARCH 340 VISUALIZATION III Pre-Req: AAID 240	3		ARCH 481 PRO PRACTICE Pre-Req: ARCH 222, 272, 311 or 312, 327	ICSS SOCIAL SCIENCE CORE [c]	3	17
YEAR 5	FALL ARCH 501 ARCH DESIGN VII Pre-Req: ARCH 402	5	ARCH 361 HIST SEMINAR Pre-Req: ARCH 162		3	ICLT LITERATURE CORE [c]		14
	SPRING ARCH 502 ARCH DESIGN VIII Pre-Req: ARCH 501	5			3	ICPH PHILOSOPHY ETHICS CORE [c]	3	14
Cr.	50	12	15	30	6	38	9	160

Transfer students must complete at least 30 credits with a 2.75 cumulative grade average in all coursework or a 3.0 cumulative average in architecture courses before applying for admission to the

Bachelor of Architecture (BARCH). A portfolio review by school design faculty is required for all transfer students seeking transfer credit for design coursework, and for acceptance into the BARCH program.

II.2.2.c Curriculum Requirements

Minimum Credit Distribution

General	Professional
38 Req. credits w/other than ARCH Content	107 Req. credits w/ARCH Content
9 Elec. credits w/other than ARCH Content	6 Elec. credits w/ARCH Content

II.2.2.d Changes to the Curriculum since the last Site Visit

II.2.2.d.1 Introduction of a New Core Curriculum

The redesign of NYIT's core curriculum, prompted by the institutional goal to become "a model 21st-century university" articulated in 2006 in NYIT's 2030 Strategic Plan, is scheduled for implementation beginning with the freshman class entering in the fall of 2010. The new core curriculum is outcomes-based rather than subject-based, is sequenced to build core competencies over four years, and integrates core learning outcomes with the learning outcomes in the major. Students' mastery of the seven core competencies will be assessed in capstone assignments at the freshman level, the midpoint, and the end of their undergraduate careers.

The new *NYIT Discovery Core* builds competencies and skills in seven areas that today's employer's demand:

- Literacy
- Critical Thinking
- Global Awareness
- Interdisciplinary Mindset
- Ethical and Moral
- Citizenship
- Nature & Processes of Science & Art
- Communication

Students in the *NYIT Discovery Core* will be doing, thinking, discovering, and creating— not just listening and studying. Core courses are designed around best practices in teaching and learning and are centered on active learning and student engagement.

Students in the *NYIT Discovery Core* will be led through a structured sequence of courses designed to establish core skills and will build upon these skills as they progress through their NYIT coursework.

- **The Foundation:** In their first year, students will take five foundation courses focused on thinking and communicating. They are: *Writing; Research and Academic Discourse; Inquiry; Speech Communication; and The Process of Science*. Students will also take a mathematics and science course designated by their major.
- **The Frame:** In their second and third years, students will expand on core skills in seminars including *Literature, Behavioral Science, Social Science, and Philosophy*. While centered on one of these areas, faculty from all schools and majors can develop seminars that help break down traditional academic silos to create interdisciplinary approaches to these subjects. Students will also take a final foundation course in Professional Writing.
- **The Major:** Students will continue to enhance core competencies as they move into courses in their majors and programs. Faculty from each school and program are working to integrate the skills and knowledge, established in a student's early years, into upper-level courses in each major. Thus, students will see how skills such as literacy, critical thinking, communicating, global appreciation, and ethics work with each other and in their chosen careers. It is this very connection to the career-oriented majors and programs that gives the *NYIT Discovery Core* its vibrancy and life.

Detailed information including guidelines and syllabi of approved new core courses can be found at the core curriculum web site:

http://www.nyit.edu/arts_and_sciences/about/core_curriculum

II.2.2.d.2 Core Assessment

Faculty from different programs have been involved in the development of the new core at all points in the process. During the fall 2009 semester, core learning outcomes and standards of accreditation agencies were aligned and plans were drawn for refocusing course objectives if appropriate. Assessment of core learning outcomes will be an annual process and integrated into the institution-wide processes for academic program assessment overseen by the Assessment Committee of NYIT's academic senate.

http://www.nyit.edu/planning_and_assessment/student_learning_outcomes_assessment/academic_program_assessment/

In FY 2010-2011 the focus will be on establishing baseline data from entering freshmen and graduating seniors on communication skills across all majors to enable comparison once students have completed the new core curriculum.

II.2.2.d.3 Departmental Response to the New Core Curriculum

The faculty of the School of Architecture and Design views these changes as positive, not only for the university, but also for the program. It has taken the opportunity, in faculty retreats with full-time faculty, and bi-annual departmental full and adjunct faculty meetings to aggressively review the new curriculum and suggest changes that would benefit the professional program. School of Architecture and Design Professor Campani played a key role in development of the new Core Curriculum effort.

II.2.2.d.4 Ongoing Changes to the School of Architecture and Design Curriculum

Since the last accreditation we changed the names and course numbers of Building Equipment I and II and Site Planning to Environmental Systems I and II and Environmental Site Planning to reflect the change in the environmental direction of the course content. This also occurred in the Building Construction courses (but the name was not changed). All the courses were reconsidered as a sequence that supported one another in methodology and consistent content. The Ecology for Architects elective was introduced as an introductory course in the technology sequence. Similar modifications took place in the Visualization sequence to better reflect the skills students need in the workplace. The Visual Media Curriculum was reviewed in the summer of 2009 and a report with proposed changes was produced.

[http://www.nyit.edu/images/uploads/VIS_2010\(1\).pdf](http://www.nyit.edu/images/uploads/VIS_2010(1).pdf)

In March 2010 the SOAD Curriculum Committee recommended changes to the Bachelor of Architecture curriculum to take effect in the fall of 2010 based on work the committee members completed to align with changes in the university core, NAAB requirements, and a desire to create an interdisciplinary foundation for the school's Architecture and Interior Design degrees.

The recommended changes include:

- Developing a suite of "discipline neutral" first-year courses to serve as a foundation for both Architecture and Interior Design students, with concomitant curriculum adjustments and new course prefixes.
- Integration of new NYIT Discovery Core courses in the degree maps serving the various degrees offered by the SOAD.
- Reducing the total number of credits required for the BARCH in line with NAAB's minimum requirements for professional degree programs and in anticipation of a planned professional Master of Architecture degree offering.

Foundation Year Proposal: New Discipline Neutral Courses to Replace Current Separate Major Courses

	YEAR TERM	DESIGN STUDIO	VISUAL MEDIA	DISCIPLINE RELATED HISTORY	SUPPORTING TECHNOLOGIES
AAS, BSAT, BARCH Majors, Existing Foundation Courses	FALL	ARCH 101 DESIGN FUND I Co-Req: ARCH 140 5	ARCH 140 VISUALIZATION I Co-Req: ARCH 101 3		
	SPRING	ARCH 102 DESIGN FUND II Pre-Req: ARCH 101 Co-Req: ARCH 240 5	ARCH 240 VISUALIZATION II Pre-Req: ARCH 140 3	ARCH 160 INTRO HISTORY Spring Only 3	
+					
BFA-ID Major, Existing Foundation Courses	FALL	ARCH 101 DESIGN FUND I Co-Req: ARCH 140 5	DSGN 131 TECHNICAL DRAWING Co-Req: ARCH 101 2	ARTH 111 INTRODUCTION TO THE ARTS 2	
	SPRING	ARCH 102 DESIGN FUND II Pre-Req: ARCH 101 Co-Req: ARCH 240 5	DSGN 132 PERSPECTIVE AND RENDERING Pre-Req: DSGN 131 2		DSGN 142 INTERIOR DESIGN CAD I 3
=					
New AAID Courses will replace all existing Foundation Courses for all majors	FALL	AAID 101 DESIGN FUND I Co-Req: AAID 140 5	AAID 140 VISUALIZATION I Co-Req: AAID 101 3		
	SPRING	AAID 102 DESIGN FUND II Pre-Req: AAID 101 Co-Req: AAID 240 5	AAID 240 VISUALIZATION II Pre-Req: AAID 140 3	AAID 160 INTRO HISTORY THEORY, CRIT IN ARCHITECTURE & DESIGN 3	

(Rev. 03/14/10)

II.2.3 Curriculum Review and Development

Sections I.1.5.g and I.1.5.h of this APR describe how the methods and schedule by which NYIT's School of Architecture and Design assesses its standing on eight key aspects of success:

- Contribution to NYIT's strategic initiatives
- Progress toward achieving the school's mission
- Accomplishment of multi-year objectives
- Faculty student, and alumni views on teaching, learning and achievement opportunities
- Student characteristics
- Effectiveness of individual courses
- Program and student learning outcomes
- Effectiveness of student support services

II.2.3.a Identifying and Developing Curriculum Modifications

II.2.3.a.1 Institutional Assessment Committee

The Assessment Committee of NYIT's Academic Senate oversees annual assessment of student learning outcomes in all academic programs; indirect measures are developed by the Office of Institutional Research and Assessment. Assessment plans, results, and improvement actions (required of all academic programs at NYIT) are posted on the Assessment web site to facilitate sharing of best practice.

http://www.nyit.edu/planning/outcomes_assessment/academic_assessment/

During AY2009-2010 the School of Architecture and Design was represented by Professor Rochon on this university-wide committee:

Yuko Oda
Jackie Nealon
Patricia Burlaud
Stanley Greenwald
Sue Neville
Thomas Rochon AIA

Dan Quigley
Marianne Land
Spencer Turkel
Mike Uttendorfer
Frank Lee

Nick Bloom
Fran Glazer
Steven Lu
Jennifer Thompson
Stan Silverman

Brian Walsh
Hattie Arnone
Claude Gagna
Raj Tibrewala
Patty Wongpakdee

II.2.3.a.2 School of Architecture and Design Coordinators

Faculty members are assigned responsibility for coordinating assessment of student learning and continuous improvement in each of the subunits within the architecture curriculum: Design Fundamentals, Design I/II, Design III/IV, Design V/VI, Design VII/VIII, Building Construction and Equipment, Visualization, History and Theory, Professional Practice, Site Planning, and Structures. Coordinators prepare annual summaries on their activities, the results of their assessments, and recommendations for corrective measures.

Coordinators are selected by the dean with the advice of the chairs. Coordinators review and develop the Course Syllabi and Outlines in consultation with the faculty teaching sections of the courses being coordinated. Student work is reviewed against course goals; faculty discuss what works and what doesn't, brainstorm, and suggest improvements. Revised course books and outlines reflect this iterative process and consensus; all sections of the course use the revised material. Faculty meetings are scheduled in advance of each semester so that all faculty can understand and incorporate changes. Coordinators are required to submit annual assessment reports for the dean's review.

Coordinators communicate with the Curriculum Committee as needed, to discuss issues of integration. Suggestions for major modifications to courses, changes to course sequences or other aspects of the curriculum as a whole are presented to the school Curriculum Committee, the dean and the Academic Senate for approval.

Department chairs and coordinators for the 2009-2010 & 2010-2011 are as follows:

DEPARTMENT CHAIRS

David Diamond RA
William Palmore RA

Design V & VI

John DiDomenico AIA, LEED AP
Janet Fink AIA, LEED AP

History / Theory

Brian Taylor Phd.

COORDINATORS

Design Fundamentals I & II

William Palmore RA
Lars Fischer Phd. & Licensed in
Germany

Design VII & VIII

Matthias Altwicker AIA, LEED AP
Nader Vossoughian Phd.

Externship in Architecture

Aly Dadras AIA

Architectural Design I & II

Josh Davis AIA
Erin O'Keefe RA (Ricky Liu AIA)

BIM

Mike Nolan
Jason Van Nest, RA

Structures

Nick DeFelice PE
Will Martin

Design III & IV

Paul Amatuzzo RA (Maria Cumella)
William Rockwell AIA

Professional Practice

Anthony DiSanto AIA
Frank Mruk AIA, RIBA, LEED AP

Technology

Matthias Altwicker AIA, LEED AP
Tobias Holler AIA, LEED AP

Visualization

Matt Dockery RA
Farzana Gandhi LEED AP

Summer Abroad

Matthias Altwicker AIA, LEED AP

Site Planning

Thomas Rochon AIA

II.2.3.a.3 School of Architecture and Design Committees

Committees comprised of Faculty and Students also often identify curriculum issues which need to be addressed, these 14 committees submit recommendations as noted on the SOAD Assessment Report.

http://www.nyit.edu/images/uploads/planning/2009-2010_Assessment_report.pdf

II.2.3.a.4 School of Architecture Retreats and Convocations

Gatherings of the full faculty are used to conduct assessments, discuss curriculum and other proposals, and develop and/or communicate ongoing plans.

"Assessment day meetings" and "Convocations" in the school are held during the week before the opening of the fall and spring semesters. Full day weekend "Retreats" on timely topics, are convened by the dean, generally at least once per year. The most recent were on March 3 2007, April 26, 2008 and

September 12, 2009 and concerned a new accredited MARCH program, curriculum changes and NAAB preparations.

II.2.3.a.5 Student Opinion

Architecture students complete two surveys at the end of every class:

- All NYIT students complete standardized evaluations (all classes, all terms, and all locations and administered by the office of Institutional Research and Assessment) to provide instructors and their supervisors with information about students' perceptions of the effectiveness of individual courses and instructors.
- Architecture students at NYIT also complete standardized evaluations of their perceived success in meeting of specific NAAB student performance criteria in those classes responsible for meeting them. This survey was developed as a way of flagging issues for potential curriculum adjustments.

http://www.nyit.edu/images/uploads/about/SPC%2520Survey%2520Tally_F08%2520%2528ID%2520measure.pdf

II.2.3.b Approval Process

II.2.3.b .1 School of Architecture and Design's Faculty Governance Curriculum Committee

The school of Architecture and Design has its own standing Faculty Governance Curriculum Committee consisting of faculty from different areas of the curriculum and students. The Committee meets several times each semester to consider proposals from co-coordinators, committee chairs and faculty (see above) to improve the curriculum. If Committee review suggests that change is necessary and well conceived, the committee forwards its recommendations and proposed changes to the dean, then to the Office of Academic Affairs and Academic Senate Curriculum Committee for further review and assessment in terms of compliance with the university's mission and strategic objectives (see Section II.2.3.b.2 below).

Examples of substantial curriculum changes since the last reaccreditation include:

- 2009-2010 Redefined a suite of interdisciplinary first year courses to serve as foundation courses for both Architecture and Interior Design, with concomitant curriculum adjustments and new course prefixes.
- 2009-2010 Integrated new NYIT Core courses in the degree maps serving the various degrees offered by AAID.
- 2009-2010 Reducing the total number of credits required for the BARCH in preparation for a new first professional degree NAAB MARCH program
- 2008-2009 Revised technology curriculum, including revisions to ARCH 221 Building Construction I and ARCH 222 Building Construction II, ARCH 324 Environmental Systems I and ARCH 325 Environmental Systems II, and ARCH 272 Environmental Site planning.
- 2008-2009 Visual Media curriculum revisions.
- 2005 History sequence revised with ARCH 160 Introduction to History, Theory and Criticism in Architecture and Design.

Members of the Faculty Governance Curriculum Committee for AY 2009-2010 were:

Michael Schwarting RA
(Chair)
Frances Campani RA
Matt Altwickier AIA
Charles Matz AIA
Michele Bertomen RA

Michael Nolan
David Diamond RA (Sec)
William Palmore RA
Martha Siegel CID
Adele Schnacher - Student
Tatiana Castano - Student

Carolina Bassal - Student

II.2.3.b.2 Academic Senate Curriculum Committee

The Academic Senate of NYIT, through its Curriculum Committee reviews all requests for curriculum changes and forwards recommendations to the full Senate for approval.

The SCC Procedures regarding changes or additions to curricula can be found at:



http://www.nyit.edu/images/uploads/academics/Curriculum_Committee_procedures_2009_10.doc
<http://www.nyit.edu/images/uploads/academics/CourseModificationForm.doc>

The School of Architecture and Design was represented on this Committee in 2009-2010 by:

John DiDomenico AIA
Judith DiMaio AIA

Robert Allen RA
Nader Vossoughian Phd.

James Wiesenfield PE

Anyone bringing a proposal for review by the Curriculum Committee of the NYIT Academic Senate - be it for a new degree or certificate program, major or minor modifications to an existing program, or new course(s) or modification must address the impact of the proposed change in light of five criteria:

- **Centrality:** Evidence that the course and/or program contribute to the mission of NYIT, including ways the action will contribute to NYIT's intellect and material strengths -- e.g. attracting and retaining students; by sharing faculty, facilities, and resources; by offering interdisciplinary courses.
- **Quality:** Verifiable evidence that the proposed action will contribute to the curricular and intellectual excellence of the program(s) affected and that adequate material resources are available to insure a quality program and highly qualified graduates.
- **Financial Viability:** Verifiable evidence that the proposed action contributes, either through its own favorable financial performance or through its financially beneficial synergy with other programs, to the long-term financial health of NYIT.
- **Marketability:** Verifiable evidence of sustainable demand for the course or program, indicated in part by the number of qualified applicants, matriculated students, and employment opportunities for graduates for the program(s) addressed by the change.
- **Outcomes Assessment:** Verifiable evidence of how student learning outcomes will be assessed and the program continuously improved.

II.2.3.c Implementation Process

After approval by the Faculty Governance Curriculum Committee, the dean, the Academic Senate Curriculum Committee and the Academic Senate, implementation is executed by the specific SOAD co-coordinators, chairs or Committees. When required, application is made to the New York State Education Department for approval.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY / PREPROFESSIONAL EDUCATION

II.3.1 Evaluation of Preparatory / Preprofessional Education

The NYIT School of Architecture and Design currently does not offer a NAAB-accredited graduate degree. Undergraduate Transfer credit is handled as follows:

General Education Credits and Building Construction, Environmental Systems, Professional Practice, Structures and History requests for transfer credit for general education courses are reviewed by dedicated transfer evaluators at NYIT. Evaluations are based on comparative review of course syllabi and compliance with School of Architecture and Design requirements for credits earned at other institutions. To insure consistency, the Transfer Evaluations department periodically updates its database of relevant course syllabi from feeder schools. Transfer evaluators contact the School of Architecture and Design for course content review when parity is unclear.

Design Studio and Visualization courses are reviewed by designated School of Architecture and Design faculty members and credit is awarded based on a portfolio review showing evidence of competencies comparable to those attained in relevant NYIT courses and evidence that corresponding NAAB student performance criteria have been met.

Any student, whether entering the BARCH from NYIT or transferring from elsewhere, must, pass a Foundation Portfolio review, performed by a committee of studio faculty, and meet a minimum CUM threshold before admission to NYIT's professional BARCH program. Foundation Portfolio review provides a second opportunity to monitor student achievement during the progression from pre-professional to professional program coursework.

Please note that due to the iterative and integrative nature of upper level coursework, particularly in studio courses, potential gaps in a given student's mastery of requisite skills will become apparent and is addressed in those courses. In instances when remediation is unsuccessful, students may not advance. Awards of transfer credit are recorded in each student's master file.

An outline of the transfer credit process may be found in the Undergraduate Catalog.

http://www.nyit.edu/images/uploads/admissions/Catalog_undergrad0910.pdf

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 STATEMENT ON NAAB ACCREDITED DEGREES

NYIT's Catalog and Website both contain the following statement on NAAB Accreditation:

"In the United States, most state registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards."

"Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree."

"New York Institute of Technology, School of Architecture and Design offers the following NAAB-accredited degree program: BARCH (160 undergraduate credits)."

"Next accreditation visit for program: 2011."

http://www.nyit.edu/images/uploads/admissions/Catalog_undergrad0910.pdf

<http://www.nyit.edu/architecture/about/accreditation/>

II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, NYIT makes the following documents available to all students, parents and faculty on the school website.

The 2009 NAAB Conditions for Accreditation and the 2010 NAAB Procedures for Accreditation.

<http://www.nyit.edu/architecture/about/accreditation/>

II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION

The following websites are listed on the NYIT website under career development at:

- www.ARCHCareers.org
- The NCARB Handbook for Interns and Architects
- Toward an Evolution of Studio Culture
- The Emerging Professional's Companion
- www.NCARB.org
- www.aia.org
- www.aias.org
- www.acsa-arch.org

http://www.nyit.edu/architecture/about/career_development/

II.4.4 PUBLIC ACCESS TO APRs and VTRs

NYIT makes the following documents available to the public in both the Manhattan and Education Hall (Old Westbury) Libraries:

- All Annual Reports, including the narrative

- All NAAB responses to the Annual Report
- The final decision letter from the NAAB
- The most recent APR
- The final edition of the most recent Visiting Team Report

II.4.5 ARE PASS RATES

NYIT makes the ARE Pass Rates information available to current and prospective students and their parents by linking to the NYIT website:

<http://www.nyit.edu/architecture/about/accreditation/>

PART THREE (III): PROGRESS SINCE LAST SITE VISIT

III.1.1 SUMMARY OF RESPONSES TO THE TEAM FINDINGS

A summary of the initial response to the team findings was as outlined in the May 10, 2005 letter from School of Architecture and Design Dean Judith DiMaio to Diane Evans. Subsequent responses are as outlined below.

III.1.2 SUMMARY OF RESPONSES TO CONDITIONS NOT MET AND CAUSES OF CONCERN

2006 Annual Report

3 year extension requested and approved.

2007 Annual Report

Deficiencies Satisfied:

1.2	Architectural Education and the Students:	Satisfied, no further reporting required.
1.3	Architecture Education and Registration:	Satisfied, no further reporting required.
3.0	Public Information:	Previously released from reporting on this item.
7.0	Physical Resources:	Satisfied, no further reporting required.
12.1	Verbal and Written Skills:	Satisfied, no further reporting required.
12.7	Human Behavior:	Satisfied, no further reporting required.
12.14	Accessibility:	Satisfied, no further reporting required.
12.24	Building Code Compliance:	Satisfied, no further reporting required.
12.26	Building Economics and Cost Control:	Continue reporting on deficiency.
12.29	Comprehensive Design:	Satisfied, no further reporting required.
12.34	Professional Internship:	Satisfied, no further reporting required.

Causes of Concern Satisfied:

Integration of the Central Islip Campus:	Satisfied, no further reporting required.
Communication:	Satisfied, no further reporting required.
Financial Resources:	Satisfied, no further reporting required.
Library:	Satisfied, no further reporting required.
Manhattan Campus Facilities:	Satisfied, no further reporting required.
Team Room Preparation:	Satisfied, no further reporting required.

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Deficiencies Satisfied:

12.26	Building Economics and Cost Control:	Satisfied, no further reporting required.
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Causes of Concern:	None.
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Deficiencies:	None.
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Causes of Concern:	None.
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III.1.3 SUMMARY OF RESPONSES TO CHANGES IN NAAB CONDITIONS

The new guidelines of the NAAB SPC matrix requirement's (matrix X's per criteria limitations) limits our ability to demonstrate compliance within the numerous sub-components of a given SPC. While NYIT has recently restructured its course objectives in response to the recently ratified *2009 Conditions*, we feel that in certain instances, criteria with many sub-components may be best covered in a suite of courses rather than in any two courses. Five of our six year accreditation preparation efforts were focused on the previous 2004 Conditions which did not have these new limitations.

PART Four (IV): SUPPLEMENTAL INFORMATION

IV.1 COURSE DESCRIPTIONS

Number & Title of Course:

AAID 101 (ARCH 101), Design Fundamentals I, 5 credits.

Course Description:

AAID 101 is an introduction to spatial design. Coursework focuses on building conceptual and technical skills necessary to describe and manipulate composition in two and three-dimensions. Graphic representation and physical modeling of projects is included. Emphasis is placed on both development and critique of each student's design process and completed projects.

Course Goals & Objectives:

- *Perception* - to develop in students a critical eye and the vocabulary to describe what is perceived.
- *Analysis* - to develop in students the ability to recognize, compare, assess and organize patterns of organization - primarily graphic and spatial.
- *Exploration* - to instill in student the courage and willingness to experiment.
- *Fabrication* - to develop in students the ability to exercise rigor, precision and logic in modeling both observed and proposed artifacts.
- *Representation* - to develop in students technical competencies at describing both observed and proposed artifacts.

Student Performance Criterion addressed:

A.8. Ordering Systems Skills

Topical Outline:

Verbal presentation skill (20%)

Draftsmanship and documentation including perspective modeling (30%)

Study and final model fabrication (30%)

Use of camera to document models (10%)

Introductory use of software for desk top publishing (10%)

Prerequisites:

Acceptance into BSAT program.

Textbooks/Learning Resources:

Recommended: Ching, Francis D.K., *Architectural Graphics*, 5th ed., Wiley

Offered (semester and year):

Fall and Spring; Annually

Faculty assigned:

William Palmore (F/T)
Michele Bertomen (F/T)
Frances Campani (F/T)
Jonathan Friedman (F/T)
Angela Amoia (Adjunct)
Nick Brinen (Adjunct)
Chris Barker (Adjunct)
Chris Chen (Adjunct)
Sergio Duran (Adjunct)
Francisco de la Cruz (Adjunct)
Jon Dillon (Adjunct)
Maria DiNatale (Adjunct)
Lars Fischer (Adjunct)
Gabriel Fuentes (Adjunct)
Matthew Lewis (Adjunct)
Margaret Matz (Adjunct)

Malaika Kim (Adjunct)
Farzana Gandhi (Adjunct)
Owen Gerst (Adjunct)
Eckart Graeve (Adjunct)
Joseph Gallinaro (Adjunct)
Jason Hwang (Adjunct)
Ben Johnson (Adjunct)
Sima Kunttas (Adjunct)
Jamie Palazzolo (Adjunct)
Todd Rouhe (Adjunct)
Carol Ann Ruiz (Adjunct)
Giovanni SantaMaria (Adjunct)
Patricia Tine' (Adjunct)
Chris Yost (Adjunct)
Ricky Liu (Adjunct)
Elizabeth Stoel (Adjunct)

Number & Title of Course:

AAID 102 (ARCH 102), Design Fundamentals II, 5 credits.

Course Description:

Continuing development of spatial design skills with an introduction to habitable, architectural space and use programs, with emphasis on how spatial compositions are perceived from within. Perspective construction is introduced as a tool for design and representation.

Course Goals & Objectives:

The objective of AAID 102 (ARCH 102), Design Fundamentals II, is to expand upon the skills learned in Design Fundamentals I. Beyond this, the goals are:

- Introducing students to recognize human measure and scale in the built environment.
- Training students to identify, assess and manipulate human use programs;
- Introducing to students to translation of human use programs to spatial organizations in plan, section and volume.
- Introducing students to identify and assess human / communal needs and to develop conceptual structures (patterns of organization) in response to those needs. To foster independent thinking.
- Introduce collaboration and negotiation in the design of a space to be shared between and by two independent proposals.

Student Performance Criterion addressed:

C.1. Collaboration (ability)

Topical Outline:

Verbal presentation skill (10%)

Program analysis and development (15%)

Draftsmanship and documentation (15%)

Study and final model fabrication (30%)

Use of camera to document models (10%)

Use of basic CAS and 3 dimensional software to visualize form and space (20%)

Prerequisites:

AAID 101 (ARCH 101), AAID 140 (ARCH 140).

Textbooks/Learning Resources:

Books are suggested but not required.

Offered (semester and year):

Spring and Summer; Annually

Faculty assigned:

William Palmore (F/T)

Michele Bertomen (F/T)

Andy Burne (Adjunct)

James Cornell (Adjunct)

William Gati (Adjunct)

Chris Barker (Adjunct)

Matthew Lewis (Adjunct)

Ricky Liu (Adjunct)

Francisco de la Cruz (Adjunct)

Margaret Matz (Adjunct)

Maria DiNatale (Adjunct)

Lars Fischer (Adjunct)

Gabriel Fuentes (Adjunct)

Owen Gerst (Adjunct)

Great Weil (Adjunct)

Farzana Gandhi (Adjunct)

Anthony Harrington (Adjunct)

Ben Johnson (Adjunct)

Sima Kunttas (Adjunct)

Giovanni SantaMaria (Adjunct)

Patricia Tine' (Adjunct)

Number & Title of Course:

AAID 140 (ARCH 140), Visualization I, 3 credits.

Course Description:

This course offers an introduction to manual technical and freehand drawing techniques, and digital imaging processes. Students practice these skills and learn drawing conventions through performing a series of exercises, including generating documentation drawings of a case study dwelling.

Course Goals & Objectives:

- Students learn and practice the fundamentals of manual drafting, orthographic, and perspectival projection
- Students learn and practice basic forms of visual communication including freehand drawing and rendering techniques
- Students learn and practice digital imaging techniques in Adobe Photoshop and presentation and portfolio assembly in Microsoft PowerPoint and Adobe InDesign.

Student Performance Criteria:

None

Topical Outline:

Orthographic projection types: plan, section, elevation (15%, 2 weeks)

Paraline projection types: axonometric, isometric, exploded and sectional paraline projection (20%, 3 weeks)

Perspectival projection types: 1 point perspective, 2 point perspective (15%, 2 weeks)

Analog rendering techniques: black and white tonal, color, mixed media (15%, 2 weeks)

Freehand drawing (15%, 3 weeks)

Digital imaging and collage techniques (5%, 1 week)

Presentation and portfolio assembly (15%, 2 weeks)

Prerequisites:

None

Textbooks/Learning Resources:

Ching, Francis. *Architectural Graphics, Fourth Addition* (Van Nostrand Reinhold. 2008)

Offered:

Fall and Spring; Annually

Faculty assigned:

William Palmore (F/T)
Nick Brinen (Adjunct)
Elizabeth Stoel (Adjunct)
Margaret Matz (Adjunct)
Alex Terzich (Adjunct)
Gabrielle Brainard (Adjunct)
Malaika Kim (Adjunct)
Chris Barker (Adjunct)
Donna Seftel (Adjunct)
Maria DiNatale Scotto (Adjunct)
Tom Attianese (Adjunct)
Daniel Lawler (Adjunct)
Giovanni Santamaria (Adjunct)
Ramona Albert (Adjunct)
Francesco de la Cruz (Adjunct)
Gabriel Fuentes (Adjunct)
Soo Kim (Adjunct)

Jamie Palazzolo (Adjunct)
Jason Hwang (Adjunct)
Lars Fischer (Adjunct)
Adam Koogler (Adjunct)
Tom Carruthers (Adjunct)
Henry Chin-Hong (Adjunct)
Anthony Harrington (Adjunct)
Samuel Flaum (Adjunct)
Todd Rouhe (Adjunct)
Aaron Gabriel (Adjunct)
Elena Ivanova (Adjunct)
Seumg Ra (Adjunct)
Patricia Tine' (Adjunct)
Charles Carbonaro (Adjunct)
Jon Dillon (Adjunct)
George Gerst (Adjunct)
Barry Stein (Adjunct)

Number & Title of Course:

AAID 160 (ARCH 160), Introduction to History, Theory, and Criticism in Architecture,
3 credits

Course Description:

This course is designed to introduce the student to fundamental issues, buildings and projects, critical vocabularies and methods of approach essential to understanding the relationship of history and theory to the practice of architecture. Unlike the two-semester survey courses, AAID 160 is composed of a number of topical case-studies, selected to provide students with different, often divergent perspectives: academic, pragmatic, etc. For example, a historical review of window openings in architecture, includes Alberti's theoretical views in addition to those of August Perret and Le Corbusier. Also unlike the survey courses, students in this course meet as an entire group to hear a lecture during the first half of each session; then meet in smaller, structured discussion groups led by instructors.

Course Goals & Objectives:

- To initiate first-year students to themes and topics in architectural history and criticism.
- Commence the formation of a visual memory in each student.
- Development of written and verbal skills in relation to the study of architecture.
- Exposure of students to a wide diversity of academic and professional points of view through lectures and discussion groups.

Student Performance Criteria addressed:

None

Topical Outline:

Lectures / Exposure to academic approaches: 50%

Discussion / Exercises in critical writing: 25%

Slide Presentations / Formation of visual memory: 10%

Review & Discussion / Readings of significant texts: 15%

Prerequisites:

None

Textbooks/Learning Resources:

Selected articles, films, site visits.

Offered:

Spring only; Annually

Faculty assigned:

Brian Brace Taylor, Ph.D. (F/T)

Nader Vossoughian, Ph.D. (F/T)

Glenn Forley (Adjunct)

Daniel Lawler (Adjunct)

Masha Panteleyeva (Adjunct)

Victor Deupi, Ph.D. (Adjunct)

Todd Rouhe (Adjunct)

Andrew Heid (Adjunct)

Shmuel Flaum (Adjunct)

Yoko Kurimoto (Adjunct)

Brad Walters (Adjunct)

Number & Title of Course:

ARCH 161, Survey History of Architecture I, 3 credits.

Course Description:

This course surveys the major periods and key monuments in the history of architecture – largely in the West – from the dawn of Antiquity to the end of the Renaissance/Baroque.

Course Goals & Objectives:

- Introduce students to the important works of Western architecture from Antiquity through the Renaissance/Baroque.
- Make architecture more familiar and accessible as a topic of study by providing the vocabulary and critical skills with which to understand and interpret the built environment.
- Exams will test one's ability to identify and interpret works of architecture, and to discuss these works within their historical contexts.
- Writing assignments will acquaint one with primary texts about the history of architecture and provide the opportunity to work directly with buildings in the local region.

Student Performance Criterion addressed:

A.9. Historical Traditions & Global Culture

A.10. Cultural Diversity

Topical Outline:

Lectures & Slide Presentations / Introduction of new material: 60%

Discussion of new material: 10%

Review of sketch assignments: 10%

Writing critical assessments: 10%

Exams / testing of visual memory and terminology: 10%

Prerequisites:

AAID 160 (ARCH 160)

Textbooks/Learning Resources:

David Watkin, *A History of Western Architecture* (4th edition, New York: Watson Guptill, 2005)

Sylvan Barnet, *A Short Guide to Writing about Art*, (9th edition, Upper Saddle River, 2008)

Fred S. Kleiner, *Gardner's Art Through the Ages – A Global History: Volume I* (13th edition, Wadsworth/Thomson)

Offered:

Fall and Spring; Annually

Faculty assigned:

Nader Vossoughian, Ph.D. (F/T)

Victor Deupi, Ph.D. (Adjunct)

Brian Percival (Adjunct)

Jane Lloyd, Ph.D. (Adjunct)

Number & Title of Course:

ARCH 162, Survey History of Architecture II, 3 credits.

Course Description:

This course is a sequel to Survey I and presents a more or less chronological inquiry into the history of architecture from the Italian Renaissance to the present day. Examples of buildings and projects, theoretical debates, individual architects and group movements are described in lectures followed by discussion. Students may be variously required to analyze examples in the form of drawings, written evaluations or physical models of significant works.

Course Goals & Objectives:

- To familiarize the student with the principal theories, architectural precedents and key protagonists that have shaped the profession since 1500.
- To learn to do research on historical topics employing current methodologies and technical tools
- Enable the student to develop a critical point of view on the material, and to present such a view in clear, insightful written and verbal discourse.

Student Performance Criterion/a addressed:

A.9. Historical Traditions and Global Culture

A.10. Cultural Diversity

Topical Outline:

Lectures & Slide Presentations / Introduction of new material: 60%

Discussion of new material: 10%

Review of sketch assignments: 10%

Exams / testing of visual memory and terminology: 10%

Prerequisites:

ARCH 161

Textbooks:

Frampton, Kenneth, *Modern Architecture, A Critical History*, Thames & Hudson, 1992

Offered:

Fall and Spring; Annually

Faculty assigned:

Brian Brace Taylor, Ph.D. (F/T)

Nader Vossoughian, Ph.D. (F/T)

Matthew Lewis (Adjunct)

Glenn Forley (Adjunct)

Brian Percival (Adjunct)

Number & Title of Course:

ARCH 201, Architectural Design I, 5 credits.

Course Description:

ARCH 201 is focused on the understanding and resolution of the requirements and influences of site within a specific building program.

Course Goals & Objectives:

- Students will research, document and evaluate an appropriate building precedent. Through this exercise, they will gain insight into the complex anatomy, patterns of organization, and responses to climate, program and client, of an existing building. (problem #2)
- Students will design and develop a simple structure that accommodates complex existing site conditions. (problem #1)
- Students will design and develop a small institutional building in a site with multifaceted and powerful site conditions. (problem #3)
- Students will learn how to organize program, circulation, and structure.
- Students will be exposed to methods of deciphering, assessing and manipulating a range of site conditions, and reacting appropriately to these conditions.

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills

A.7. Use of Precedents

Topical:

Precedent Research/Documentation 10%

Site Visit/Site Documentation 5%

Schematic Design 35%

Design Development 30%

Presentation – drawing and model 20%

Prerequisites:

AAID 102 (ARCH 102)

Textbooks/Learning Resources:

Hertzberger, Herman *Lessons for Students of Architecture*, 010 Publishers
Rotterdam 1991, 2005

Norberg-Schulz, Christian *Genius Loci*, Rizzoli New York 1991

Benedikt, Michael, *For an Architecture of Reality* Lumen Books 1988

Rykwert, Joseph. *On Adam's House in Paradise*. MOMA New York, 1972.

Offered:

Fall only; Annually

Faculty assigned:

Paul Amatozzo (F/T)

David Diamond (F/T)

Erin O'Keefe (F/T)

Fred Bentel (F/T)

Angela Amoia (Adjunct)

Joe Scarpulla (Adjunct)

Andy Burne (Adjunct)

Yazmin Crespo (Adjunct)

Joseph Gallinaro (Adjunct)

Jason Hwang (Adjunct)

Chris Yost (Adjunct)

Carol Ruiz (Adjunct)

Elie Gamburg (Adjunct)

Eckart Graeve (Adjunct)

Sangdok Pak (Adjunct)

Jan Greben (Adjunct)

Christopher Kitterman (Adjunct)

Sima Kunttas (Adjunct)

John Lacy (Adjunct)

Ben Johnson (Adjunct)

Alina Isakadze (Adjunct)

Number & Title of Course:

ARCH 202, Architectural Design II, 5 credits.

Course Description:

Arch 202 is focused on the design of the vertical surface, and the integration of the building façade with the plan and section.

Course Goals & Objectives:

- Students will research and document an appropriate precedent, focusing on the design of the facade. Through this exercise, they will gain insight into the integration of the façade with other building aspects, including patterns of organization, program, tectonics, climate, etc. (Problem #2)
- Students will design and develop a building façade that accommodates the program and site conditions of an existing building. (Problem #1)
- Students will design and develop a small commercial/retail building in a dense urban site. (Problem #3)
- Students will learn how to organize program, circulation, and structure.
- Students will begin to understand architectural language, context, and materiality through the development of their projects.

Student Performance Criterion/a addressed:

A.7. Use of Precedents

A.8. Ordering Systems Skills

Topical Outline:

Precedent Research/Documentation 10%

Site Visit/ Site Documentation 5%

Schematic Design 30%

Design Development 35%

Presentation – drawing and model 20%

Prerequisites:

ARCH 201

Textbooks/Learning Resources:

Hertzberger, Herman *Space and the Architect Lessons in Architecture* 2, 010
publishers Rotterdam 2000

Michael Wigginton and Jude Harris *Intelligent Skins* 2002 Architectural Press

Colin Rowe *The Mathematics of the Ideal Villa and Oother Essays* 1982 MIT Press

Christian Schittich and Roland Krippner *Building Skins* 2006 Birkhauser Basel

Offered:

Spring only; Annually

Faculty assigned:

Fred Bentel (F/T)

David Diamond (F/T)

Erin O'Keefe (F/T)

Percy Griffin (F/T)

Francis Campani (F/T)

Andy Burne (Adjunct)

Sima Kunttas (Adjunct)

John Lacy (Adjunct)

Angela Amoia (Adjunct)

Joseph Gallinaro (Adjunct)

Chris Mechaley (Adjunct)

Gabriel Fuentes (Adjunct)

Eric Rothfeder (Adjunct)

Maria DiNatale (Adjunct)

Christopher Kitterman (Adjunct)

Alina Isakadze (Adjunct)

Matthias Neumann (Adjunct)

Jan Greben (Adjunct)

Elie Gamburg (Adjunct)

Sangdok Pak (Adjunct)

Number & Title of Course:

ARCH 211, Statics and Strength of Materials, 3 credits.

Course Description:

An introduction to force systems, properties of cross sections, materials, beams, bending stress, shear stress and columns.

Course Goals & Objectives (list):

- Students will learn the equations of static equilibrium and their use in computing support reactions.
- Students will learn the computation of centroids and moments of inertia for various structural shapes.
- Students will learn the stress strain relationship that controls how structural elements behave under load.
- Students will learn how to compute the stresses and deformations in axially loaded members.
- Students will learn how to draw shear and moment diagrams for beams.
- Students will learn how to compute beam deflections.
- Students will learn how to compute critical loads in columns.

Student Performance Criterion/a addressed:

None

Topical Outline:

Equations of static equilibrium and beam reactions (15%)

Centroid and Moment of Inertia calculations (15%)

Stress strain relationship (15%)

Stresses and deformations of axially loaded members (15%)

Shear and moment diagrams for beams (15%)

Beam deflections (15%)

Critical loads in columns (10%)

Prerequisites:

PHYS 136 and MATH 141

Textbooks/Learning Resources:

H.W. Morrow, *Statics and Strength of Materials*, Prentice Hall

Offered:

Fall and Spring; Annually

Faculty assigned:

Nicholas DeFelice (F/T)

James Wiesenfeld (F/T)

William Martin (F/T)

Avi Guter (Adjunct)

Liviu Schwartz (Adjunct)

Number & Title of Course:

ARCH 221, Building Construction I, 3 credits.

Course Description:

This course introduces building construction, materials, and their interrelationships with the environment in an integrated manner. The course places emphasis on how climate, construction, and material define and enrich the making of a piece of architecture.

Course Goals & Objectives:

- Introduce masonry and wood frame construction systems - their characteristics, applications, technical documentation and specifications.
- Introduce students to methods of designing and detailing that allow them to synthesize climate and site conditions with parameters of construction and material.
- Define and analyze the basic principles of passive building design for climate zones.
- Select and apply masonry and wood frame construction systems based on material properties and assembly system logics.
- Learn basic construction drawing methods, including framing plans and wall sections.
- Learn principles of building envelope design, including insulation, cladding, water tightness, and structural logic.

Student Performance Criteria:

A.4. Technical Documentation

A.11. Applied Research

B. 10. Building Envelope Systems

B. 12. Building Materials and Assemblies

Topical Outline:

Climate and Site Analysis: 10%

Design / Detailing Assignment – Wood Construction: 15%

Final Presentation – Wood Construction: 15%

Examination – Wood Construction: 15%

Design / Detailing Assignments – Masonry Construction: 15%

Final Presentation – Masonry Construction: 15%

Examination – Masonry Construction: 15%

Prerequisites:

AAID 102, AAID 240

Textbooks/Learning Resources:

Allen, Edward. *Fundamentals of Building Construction*, (Wiley. 5th edition)

Deplazes, Andrea. *Constructing Architecture*, (Birkhauser, 2nd edition)

Offered:

Fall and Spring; Annually

Faculty assigned:

Matthias Altwicker (F/T)

Tobias Holler (F/T)

Beyhan Karahan (F/T)

Thom Lazzaro (Adjunct)

Norman Nemec (Adjunct)

Gerald Stramkowski (Adjunct)

Peter Tymus (Adjunct)

Adam Anzzolin (Adjunct)

Ed Davis (Adjunct)

Keith Striga (Adjunct)

Robert Gerardi (Adjunct)

Thomas Minnock (Adjunct)

Number & Title of Course:

ARCH 222, Building Construction II, 3 credits.

Course Description:

This course builds on the knowledge gained in Building Construction I. The course introduces additional building construction types and materials, while elaborating further on the study of the interrelationship between construction, material, and the environment. The methodology for the course places an emphasis on how parameters of climate, construction, and material define and enrich the making of a piece of architecture.

Course Goals & Objectives:

- Introduce steel and concrete construction systems - their characteristics, applications, technical documentation and specifications.
- Introduce students to methods of designing and detailing that allow them to synthesize climate and site conditions with parameters of construction and material.
- Define and analyze the basic principles of passive building design for climate zones.
- Select and apply steel and concrete construction systems based on material properties and assembly system logics. Size structural elements based on structural systems efficiency and rules-of-thumb.
- Learn basic construction drawing methods, including framing plans and wall sections.
- Learn principles of building envelope design, including insulation, cladding, water tightness, and structural logic.

Student Performance Criteria:

A. 4. Technical Documentation
A.11. Applied Research
B. 3. Sustainability
B. 9. Structural Systems
B. 10. Building Envelope Systems
B. 12. Building Materials and Assemblies

Topical Outline:

Climate and Site Analysis: 10%
Design / Detailing Assignments – Steel Construction: 15%
Final presentation – Steel Construction: 15%
Examination – Steel Construction: 15%
Design / Detailing Assignments – Concrete Construction: 15%
Final Presentation – Concrete Construction: 15%
Examination – Concrete Construction: 15%

Prerequisites:

ARCH 221

Textbooks/Learning Resources:

Allen, Edward. *Fundamentals of Building Construction*, (Wiley. 5th edition)
Deplazes, Andrea. *Constructing Architecture*, (Birkhauser, 2nd edition)

Offered:

Fall and Spring; Annually

Faculty assigned:

Matthias Altwicker (F/T)	Timothy Costello (Adjunct)
Tobias Holler (F/T)	Gerald Stramowski (Adjunct)
Thom Lazzaro (Adjunct)	Keith Striga (Adjunct)
Norman Nemec (Adjunct)	Thomas Minnock (Adjunct)
Marc Ackerson (Adjunct)	Peter Tymus (Adjunct)

Number & Title of Course:

AAID 240 (ARCH 240), Visualization II, 3 credits.

Course Description:

Visualization II is an introduction to computer-aided drawing and design. Students explore and practice digital documentation using a variety of software platforms. Both 2D and 3D and analog drawing skills are covered.

Course Goals & Objectives:

- Students learn and practice 2D and 3D computer-aided drafting techniques in AutoCad
- Students explore and practice documentation and representation and diagramming of architectural ideas using analog freehand and digital means (Adobe Illustrator).
- Students explore and practice digital fabrication including setting up files for physical output via the laser cutter.

Student Performance Criteria:

None

Topical Outline:

Computer-aided 2D drawing + editing (15%, 2 weeks)

Computer-aided drawing management: layers, blocks (5%, 1 week)

Computer-aided output: lineweights, viewports, plotter output (15%, 2 weeks)

Computer-aided orthographic projection types: plan, section, elevation (5%, 1 week)

Computer-aided basic 3D solid + surface modeling (20%, 3 weeks)

Computer-aided paraline projection types: axonometric, isometric, exploded and sectional paraline projection (5%, 1 week)

Diagramming: analog rendering techniques (black and white tonal, color, mixed media) + digital techniques in Adobe Illustrator (15%, 2 weeks)

Laser cutter file setup and physical output (15%, 2 weeks)

Presentation and portfolio assembly (5%, 1 week)

Prerequisites:

AAID 140 (ARCH 140)

Textbooks/Learning Resources:

Ching, Francis. *Architectural Graphics, Fourth Addition* (Van Nostrand Reinhold. 2008)

Offered:

Fall and Spring, Annually

Faculty assigned:

Matt Dockery (F/T)

Alan Sayles (F/T)

Nick Brinen (Adjunct)

Adam Koogler (Adjunct)

Adam Anzzolin (Adjunct)

Angela Amoia (Adjunct)

Kevin Seymor (Adjunct)

Ernesto Fong (Adjunct)

Henry Chin-Hong (Adjunct)

Farzana Gandhi (Adjunct)

Ethan Lu (Adjunct)

Jake Nishimura (Adjunct)

Lars Fischer (Adjunct)

Andy Burne (Adjunct)

Chris Barker (Adjunct)

Shmuel Flaum (Adjunct)

Michael Sciara (Adjunct)

Thomas Zoli (Adjunct)

Number & Title of Course:

ARCH 272 Environmental Site Planning, 3 Credits

Course Description:

Study the art and science of arranging the uses of portions of land with respect to the environmental impact and the sustainable use of resources.

Course Goals & Objectives:

- Students analyze sites, form land use plans, organize vehicular and pedestrian traffic, and readjust landform.
- Learn the natural, cultural and aesthetic factors that affect Site selection and development
- Learn grading, traffic, site layout, etc by completing 10 small site plan assignments
- Students learn of zoning, regulatory agencies and community involvement through a visit to an ARC meeting
- Students present (teams) through power-point a "Site Intervention" which include the principles of the Course

Student Performance Criterion/a addressed:

A.6. Fundamental design skills

B.1. Pre-Design

B.2. Accessibility

B.4. Site Design

C.1. Collaboration

C.2. Human Behavior

C.8. Ethics and Professional Judgment

Topical Outline:

Weekly drawing and design problems in studio and take home: 33%

Exams, Mid-term: 33%

Final "Site Intervention" team presentation: 20%

Final ARC (Architectural Review Committee) report: 13%

Prerequisites:

ARCH 202, AAID 240 (ARCH 240)

Textbooks/Learning Resources:

Rubinstein, Harvey, *Guide To Site Planning and Landscape Construction*, Wiley, 4th edition.

Offered:

Fall and Spring; Annually

Faculty assigned:

Thomas Rochon (F/T)

T.J. Costello (Adjunct)

Thomas Lazzaro (Adjunct)

James Fischer (Adjunct)

Sol Niego (Adjunct)

Carl Puchall (Adjunct)

Number & Title of Course:

ARCH 301, Architectural Design III, 5 credits.

Course Description:

Comprehensive Design I- This is the first design studio where the student spends the entire semester on a singular building design project of moderate spatial complexity on a NYC site.

Course Goals & Objectives:

- Students will undertake Site and Program Analysis and Program and Precedent Research and Study, including assessment, diagramming and documentation of each.
- Students will assess and translate an architectural program into patterns of spatial organization in plan, section and volume, describing a workable Schematic Design that encompasses organization at the scales of individual activity spaces, the building, and its neighboring context.
- Students will undertake Design Development-of the project at a larger scale with integration of required space parameters, circulation, a structural proposal, and compliance with accessibility and life safety requirements.
- Students will also devise a proposal for environmental sustainability, building envelope and façade.
- Students will represent their achievements with physical models and increasingly detailed drawings and diagrams.
-

Student Performance Criterion / addressed:

A.2. Design Thinking Skills

A.3. Visual Communication Skills

A.6. Fundamental Design Skills

A.8. Ordering System Skills

B.2. Accessibility

B.5. Life Safety

Topical Outline:

Site visit and analysis (5%)

Program / Precedent analysis (10%)

Schematic design (35%)

Design development (40%)

Graphic / Presentation skills (10%)

Prerequisites:

ARCH 202

Textbooks/Learning Resources:

Please see Course book Bibliography for complete extensive list.

Offered:

Fall only, Annually

Faculty assigned:

Jon Friedman (FT)

Michele Bertomen (FT)

Paul Amatuozzo (FT)

Maria Cumella (Adjunct)

Urapong Amornvivat (Adjunct)

Colin Brice (Adjunct)

James Fischer (Adjunct)

Arsha Cazazian (Adjunct)

Sergio Duran (Adjunct)

Susan Sloan (Adjunct)

Angela Amoia (Adjunct)

William Rockwell (Adjunct)

Keith Burns (Adjunct)

Donna Seftel (Adjunct)

Farzana Gandhi (Adjunct)

Janet Fink (Adjunct)

Alex Terzich (Adjunct)

Matthias Neumann (Adjunct)

Number & Title of Course:

ARCH 302, Architectural Design IV, 5 Credits.

Course Description:

Housing Studio: mixed use housing development for sites within the 5 boroughs of NYC. Precedents, aggregation and basic building technology and life and safety criteria are employed.

Course Goals & Objectives:

- Students investigate Housing at 3 different scales, culminating in a 40 - 60 unit housing development which incorporates mixed use programming and sustainable features.
- Students will undertake Site and Program Analysis and Program and Precedent Research and Study, including assessment, diagramming and documentation of local and canonical examples.
- Students will assess and translate an architectural program into patterns of spatial organization in plan, section and volume, describing a workable Schematic Design that encompasses organization at the scales of individual activity spaces, the building, and its neighboring context.
- Students will undertake development of the project with integration of required space parameters, circulation, and compliance with accessibility and life safety requirements.

Student Performance Criteria:

A.5. Investigative Skills
A. 7. Use of Precedents
B. 2. Accessibility
B. 5. Life Safety

Topical Outline:

Design Process and related activities (30%)
Egress, ADA, Zoning and Code Compliance (20%)
Analytical work, research and investigation (20%)
Presentation skills (15%)
Drawing and other representational techniques (15%)

Prerequisites:

ARCH 301

Textbooks/Learning Resources:

Gänshirt, Christian, *Grundrissatlas Wohnungsbau Floor Plan Manual*
Plunz, Richard, *A History of Housing in New York City*

Offered:

Spring only; Annually

Faculty assigned:

Frances Campani (F/T)	Malaika Kim (Adjunct)
Michele Bertomen (F/T)	Farzana Gandhi (Adjunct)
Matthias Altwicker (F/T)	Urapong Amornvivant (Adjunct)
Jon Friedman (F/T)	Anthony Harrington (Adjunct)
Beyhan Karahan (F/T)	Giovanni Santamaria (Adjunct)
Susan Sloan (Adjunct)	Colin Brice (Adjunct)
Janet Fink (Adjunct)	Arsha Cazazian (Adjunct)
William Rockwell (Adjunct)	Donna Seftel (Adjunct)

Number & Title of Course:

ARCH 311, Structural Steel Design, 3 credits.

Course Description:

An introduction to the design of tension, compression and bending members in steel. Connections by bolting and welding.

Course Goals & Objectives (list):

- Students will learn to compute member loads and design members to resist these loads.
- Students will learn the design of tension members, beams, columns, base plates and bearing plates.
- Students will learn how to integrate individual members into an overall building design.

Student Performance Criterion/a addressed:

B.9. Structural Systems

Topical Outline:

Tension member analysis and design (15%)

Beam design (25%)

Column design (25%)

Overall Building design (25%)

Connections (10%)

Prerequisites:

ARCH 211

Textbooks/Learning Resources:

Jack McCormac, *Structural Steel Design*, Prentice Hall

Offered:

Fall, Spring and Summer; Annually

Faculty assigned:

Nicholas DeFelice (F/T)

James Wiesenfeld (F/T)

William Martin (F/T)

Anthony Taddeo (Adjunct)

Avi Guter (Adjunct)

Abraham Gutman (Adjunct)

Faroque Hossain (Adjunct)

Number & Title of Course:

ARCH 312, Reinforced Concrete Design, 3 credits.

Course Description:

An introduction to the design and analysis of concrete members, rectangular beams, T-beams, slabs, columns, footings and retaining walls.

Course Goals & Objectives:

- Students will learn to compute member loads and design members to resist these loads.
- Students will learn the design of rectangular beams, T-beams and doubly reinforced beams.
- Students will learn how to design one way slabs.
- Students will learn how to design columns to resist axial load and bending.
- Students will learn how to design footings and retaining walls.
- Students will learn how to integrate individual members into an overall building design.

Student Performance Criterion/a addressed:

B.9. Structural Systems

Topical Outline:

Design of rectangular beams (15%)
Design of T-beams beams (10%)
Design of doubly reinforced beams (10%)
Design of slabs (10%)
Column design (10%)
Overall building design (25%)
Footing design (10%)
Retaining wall design (10%)

Prerequisites:

ARCH 211

Textbooks/Learning Resources:

McCormac & Nelson, *Design of Reinforced Concrete*, 6th Edition, Wiley.

Offered:

Fall, Spring and Summer; Annually

Faculty assigned:

Nicholas DeFelice (F/T)
James Wiesenfeld (F/T)
Paul Lew (Adjunct)
Richard Ryan Gilbert (Adjunct)

Abraham Gutman (Adjunct)
Nat Tocci (Adjunct)
Erica Fischer (Adjunct)

Number & Title of Course:

ARCH 324, Environmental Systems I, 3 credits.

Course Description:

The provision for comfort, health and safety is one of the most basic objectives in architecture. Developing a basic understanding of how to achieve and maintain these provisions and how to integrate them into the architectural design process is the main goal of the Environmental Systems course sequence.

Course Goals & Objectives:

- Examine the principles of bioclimatic design, thermal control, water and waste and acoustics and formulate design solution that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations
- Recognize an integrated design process where architectural design and building services technology are part of one coordinated holistic system.
- Recognize the inter-relationship between passive architectural systems design and active mechanical design, indoor air quality, solar orientation and their impact on human conditions and behavior through direct application on a series of small project assignments
- Outline basic principles and appropriate applications of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.
- Identify the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer and durability.
- Learn to collaborate and clearly communicate with each other and come to understand these skills as important aspects of the integrated design process.

Student Performance Criteria:

A.11. Applied Research

B. 8. Environmental Systems

B. 11. Building Service Systems Integration

B. 3. Sustainability

B. 10. Building Envelope Systems

Topical Outline:

Empirical Climate Design: 15%

Architectural Climate Adaptation: 15%

Comparative Heating and Cooling Load Calculation: 15%

Water Supply and Waste System Design: 15%

Reading Presentation: 15%

Class Participation: 10%

Prerequisites:

ARCH 202; Co-requisite: ARCH 222

Textbooks/Learning Resources:

Stein, Benjamin, et al, *Mechanical and Electrical Equipment for Buildings* (Wiley. 10th)

Offered:

Fall and Spring; Annually

Faculty assigned:

Aly Dadras (F/T)

Tobias Holler (F/T)

Ed Davis (Adjunct)

Robert Dadras (Adjunct)

Anthony Pisano (Adjunct)

Number & Title of Course:

ARCH 325, Environmental Systems II, 3 credits.

Course Description:

The provision for comfort, health and safety is one of the most basic objectives in architecture. Developing a basic understanding of how to achieve and maintain these provisions and how to integrate them into the architectural design process is the main goal of the Environmental Systems course sequence.

Course Goals & Objectives:

- Examine the principles of lighting and electrical design, fire protection and vertical transportation and formulate design solution that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations
- Recognize an integrated design process where architectural design and building services technology are part of one coordinated holistic system.
- Recognize the inter-relationship between passive architectural systems design and active mechanical design, day lighting design and their impact on human conditions and behavior through direct application on a series of small project assignments
- Outline basic principles and appropriate applications of building service systems such as electrical, vertical transportation, security, and fire protection systems.
- Identify the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer and durability.
- Learn to collaborate and clearly communicate with each other and come to understand these skills as important aspects of the integrated design process.

Student Performance Criteria:

A. 11. Applied Research

B. 8. Environmental Systems

B. 11. Building Service Systems Integration

B. 3. Sustainability

B. 10. Building Envelope Systems

Topical Outline:

Architectural Daylighting Adaptation: 15%

Electric Lighting Design: 15%

Electrical Wiring Design and Load Calculation: 15%

Exam: Lighting: 15%

Exam – Electrical Systems and Equipment: 15%

Reading Presentation: 15%

Class Participation: 10%

Prerequisites:

ARCH 202, AAID 240, ARCH 324

Textbooks/Learning Resources:

Stein, Benjamin, et al, *Mechanical and Electrical Equipment for Buildings* (Wiley. 10th edition)

Offered:

Fall and Spring; Annually

Faculty assigned:

Aly Dadras (F/T)

Tobias Holler (F/T)

Robert Dadras (Adjunct)

Henry Chin-Hong (Adjunct)

Number & Title of Course:

ARCH 327 Computer Aided Construction Drawing, 3 credits.

Course Description:

Modern methods of construction drawing development, purpose, and organization through the use of computer-aided design and drawing. Study is directed and guided in the preparation of a complete set of drawings: plans, sections, elevations, details and schedules.

Course Goals & Objectives:

Students demonstrate an ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

To organize forms of construction documentation, students employ current techniques of contract document production with Building Information Modeling (BIM). Working independently over the course of the semester, students will prepare a BIM database of a historically recognized structure, to generate and edit construction drawings, assembly details, door/window schedules, coordinated specifications, etc.

Student Performance Criterion/a addressed:

A.4. Technical Documentation

Topical Outline:

[Construction Documents Concepts] *Plans, Site Plans, Roof Plans, RCPs, Legends,*

Dimensioning

[Supporting BIM Concepts] **System Families, Legends, etc.**
(25% Course time – 4 weeks)

[Construction Documents Concepts] **Exterior Elevations, Interior Elevations**
[Supporting BIM Concepts] **BIM Views, Line weights, Annotation Conventions**
(7% Course Time - 1 week)

[Construction Documents Concepts] **Sections, Construction Details**
[Supporting BIM Concepts] **BIM Callouts, Detail Components, etc.**
(20% Course time – 3 weeks)

[Construction Documents Concepts] **Window/Door Schedules, Quantity Take-offs**
[Supporting BIM Concepts] **Schedules, BIM Family Library Creation, Cost Estimating**
(20% Course time – 3 weeks)

[Construction Documents Concepts] **Annotation Conventions, Specifications**
[Supporting BIM Concepts] **Keynoting, MasterFormat and BIM Keynote files**
(20% Course Time – 3 weeks)

Prerequisites:

AAID 240 (ARCH 240)

Textbooks/Learning Resources:

Ching, Francis. *Architectural Graphics, Fourth Addition* (Van Nostrand Reinhold. 2008)
Wiggins, Glenn. *A Manual of Construction Documentation, First Addition* (Watson-Guptill)

Offered:

Fall and Spring; annually

Faculty assigned:

Alan Sayles (F/T)
Ricky Liu (Adjunct)
Keith Striga (Adjunct)

Andy Burne (Adjunct)
Adam Anzzolin (Adjunct)
Gerald Stramowski (Adjunct)

Number & Title of Course:

ARCH 340 Visualization III, 3 credits.

Course Description:

Visualization III is the final course in the four-part Visualization sequence. The schematic design of a tall-building provides opportunities for advanced instruction in techniques of digital modeling and rendering, multi-media representation, cinematic animation and graphic design.

Course Goals & Objectives:

- Review principles & techniques of 3D solids modeling (AutoCAD or Revit)
- Introduce techniques for integrating surface modeling (Rhinoceros) and soft-lead rendering by hand.
- Introduce principles / techniques of Animation (Rhinoceros or 3DStudio MAX)
- Review / reinforce graphic design skills (Adobe Photoshop and Illustrator or Indesign)

Student Performance Criterion/a addressed:

A.3. Visual Communication Skills

Topical Outline:

Review of 3D solids modeling (20%, 3 weeks)

Advanced surface modeling + soft lead rendering (20%, 3 weeks)

Rendering: views, materials, lighting (25%, 4 weeks)

Animation (20%, 3 weeks)

Graphic Design, Presentation + Portfolio Assembly (15%, 2 weeks)

Prerequisites:

AAID 240 (ARCH 240)

Textbooks/Learning Resources:

None

Offered:

Fall and Spring; Annually

Faculty:

Matthew Dockery (F/T)

Jake Nishimura (Adjunct)

Ethan Lu (Adjunct)

Alex Terzich (Adjunct)

Keith Striga (Adjunct)

Aaron Gabriel (Adjunct)

Ernesto Fong (Adjunct)

Farzana Gandhi (Adjunct)

Adam Koogler (Adjunct)

Anthony Pisano (Adjunct)

Thomas Zoli (Adjunct)

Mary Polites (Adjunct)

Number & Title of Course:

ARCH 361 Architectural History and Theory Seminar Option: Renaissance & Baroque Architecture, 3 credits.

Course Description:

This course explores the architecture and urbanism of 15th through early 18th century Europe (focusing primarily on Italy), and its legacy. The exploration occurs in both lecture presentations and in-depth readings by students of original architectural treatises (in translation, eg. Alberti). Students are then expected to select important issues from a treatise and identify treatment of those issues in modern examples; this can be done through analytical drawings or in essay form.

Course Goals & Objectives:

- Study the major monuments of Renaissance and Baroque architecture and understand them in their social, political, cultural and economic context.
- Exams will test one's ability to identify and interpret works of architecture, and to discuss these works within their historical contexts.
- Writing assignments will acquaint one with primary texts on Renaissance/Baroque architecture and provide the opportunity to work directly with buildings in the local region.

Student Performance Criterion addressed:

A.1. Communication Skills
A.9. Historical Traditions & Global Culture
A.10. Cultural Diversity

Topical Outline:

Lecture / Presentation of content: 50%
Class discussion: 20%
Review of student's critical writing & essays: 20%
Assessment of analytical sketches & drawings: 10%

Prerequisites:

ARCH 162

Textbooks/Learning Resources:

Christoph Luitpold Frommel, *The Architecture of the Italian Renaissance*, New York & London: Thames & Hudson, 2007, and Frédérique Lemerle and Yves Pauwels, *Baroque Architecture 1600-1750*, Paris: Flammarion, 2008.

Offered:

Fall (OW); 2009

Faculty assigned:

Victor Deupi, Ph.D. (Adjunct)

Number & Title of Course:

ARCH 361 Architectural History and Theory Seminar Option: Identities and Resistances in Contemporary Nonwestern Architecture 3 credits

Course Description:

This course is proposed as an introduction to the issues and personalities that are shaping the built environment in much of the developing world today, especially the nonwestern world. Emphasis is upon the production in South and Southeast Asia, Middle East, North Africa and Latin America. As the course content is largely unfamiliar even to upper-level students, lecturers treat the diverse cultural contexts in which buildings are conceived and erected. Students then undertake research and produce critical assessments of buildings by post-colonial architects in India, Singapore, China and elsewhere. Original texts by these designers are assigned in order to supplement the lecturers and provide a basis for discussion of cross-cultural issues.

Course Goals & Objectives:

- Exposure of the students to the extraordinary quality of design in the nonwestern world, reflecting common concerns for evoking an authentic expression of modernist and traditional values.
- The inherently complicated issues of identity, resistance to imposed Western values, and the eventually hybrid designs that emerge are broached.
- Students are expected to enter into serious debate about the theoretical ramifications of cross-cultural education and production in architecture.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.9. Historical Traditions & Global Culture
A.10. Cultural Diversity

Topical Outline:

Presentation of content: 50%
Class discussion: 20%
Review of students' critical writing & essays: 20%
Assessment of analytical drawings & sketches: 10%

Prerequisites:

ARCH 162

Textbooks/Learning Resources:

Selected critical & analytical articles; film
Mimar, Architecture & Development (periodical)

Offered:

Bi- annually

Faculty assigned:

Brian Brace Taylor, Ph.D. (F/T)

Number & Title of Course:

ARCH 361 Architectural History and Theory Seminar Option: History of Landscape, Gardens and Urban Space 3 credits.

Course Description :

This course is devoted to the history and theory of landscape and garden design and their relationship to urban space. It is essentially a survey from Roman, Chinese and Islamic civilizations through the Italian Renaissance to modern times. This course relies on lectures and textbook readings; the last third of the semester is devoted to recent and contemporary public parks and urban spaces. Students have been challenged to design a garden or a public space based upon their new knowledge of historical precedents.

Course Goals & Objectives:

- Students will discover the relationship of man-made landscapes to built form.
- Links between urban parks and gardens and regional developments will be studied.
- Emphasis will be upon the social, economic, philosophical, climatic and aesthetic aspects of garden design within a given culture.
- A principal goal is the development of a critical understanding of the fundamental relationships that may exist between buildings and their natural surroundings.

Student Performance Criterion/a addressed:

A.1. Communication Skills

A.9. Historical Traditions & Global Culture

A.10. Cultural Diversity

Topical Outline:

Presentation of content: 50%

Class discussion: 20%

Review of students' critical writing & essays: 15%

Exams on texts and visual identification: 15%

Prerequisites:

ARCH 162

Textbooks/Learning Resources:

Rogers, Elizabeth Barlow, Landscape Design, A Cultural and Architectural History, (Abrams, N.Y. 2001)

Offered:

Fall or Spring; Annually

Faculty assigned:

Brian Brace Taylor, Ph.D. (F/T)

Number & Title of Course:

ARCH 361 Architectural History and Theory Seminar Option: Community, Modernity, and the City, 3 credits.

Course Description:

What are the forces, factors, and conditions that define a community? What constitutes a favorable community, and what causes communities to fall apart? This course attempts to address these questions by investigating the relationship between community, modernity, and the city in the 20th century, and by considering some of the theoretical literature that grapples with the question of what a community means and how it relates to notions of public space.

Course Goals & Objectives:

- To foster historical and theoretical reflection on urbanism in the 20th and 21st centuries, particularly as it pertains to community and community-based planning.
- To improve writing and critical thinking skills.

Student Performance Criterion/a addressed (list number and title):

A.1. Communication Skills
A.9. Historical Traditions & Global Culture
A.10. Cultural Diversity

Topical Outline:

Lecture Presentations: 50%
Discussion of critical issues: 20%
Review of students' written essays: 15%
Exam on texts and visual identification: 15%

Prerequisites:

ARCH 162

Textbooks/Learning Resources (selected):

Heynen, Hilde. *Architecture and Modernity: A Critique*. Cambridge: MIT P, 1999.
Fishman, Robert. *Urban Utopias in the Twentieth Century*. Cambridge: MIT P, 1997.
Jacobs, Jane. *The Death and Life of Great American Cities*. New York: Vintage, 1961.
Davis, Mike. *Planet of Slums*. London: Verso, 2006.

Offered (semester and year):

Fall or Spring; Annually

Faculty assigned:

Nader Vossoughian, Ph.D. (F/T)

Number & Title of Course:

ARCH 361 Architectural History and Theory Seminar Option: Contemporary Architectural Theory, 3 credits

Course Description:

This course, a research and reading group more than a lecture or even a seminar, is about building discourses, that is, understanding contemporary conversations in architecture and architectural theory through the defining texts, buildings, paper projects, polemics, and exhibitions that have defined its evolution, in the European and American contexts especially, since the mid-1960s. The breadth of material we cover is quite vast, ranging from the discussions about postmodernity during the 1970s (Venturi, Jencks) to more contemporary debates about mass customization and digital fabrication (Lynn, et. al.), architecture and capitalism (Koolhaas), and architecture and Marxism (Tafuri, Frampton).

Course Goals & Objectives:

- Put into historical and theoretical context contemporary discussions in architecture and design.
- Improve writing and critical thinking skills.

Student Performance Criterion/a addressed:

A.1. Communication Skills
A.9. Historical Traditions & Global Culture
A.10. Cultural Diversity

Topical Outline:

Lecture Presentations: 50%
Discussion of critical issues: 20%
Review of students' written essays: 15%
Exam on texts and visual identification: 15%

Prerequisites:

ARCH 162

Textbooks/Learning Resources:

Colin Rowe and Fred Koetter. *Collage City*. Cambridge: MIT P, 1984.
Charles Jencks. *The Language of Post-Modern Architecture*. New York: Rizzoli, 1977.
William McDonough and Michael Braungart. *Cradle to Cradle: Remaking the Way We Make Things*. New York: North Point Press, 2002. [excerpts]
Aldo Rossi. *The Architecture of the City*. Cambridge: MIT P, 1982. 29-48, 70-82, 103-107, 130-138.
Kenneth Frampton. *Labor, Work and Architecture: Critical Essays, 1968-1988*. New York: Rizzoli, 1995.
Koolhaas, Rem, et. al. "Harvard Project on the City." *Mutations*. Actar, 2001.

Offered:

Fall only; Annually

Faculty assigned:

Nader Vossoughian, Ph.D. (F/T)

Number and Title of Course

ARCH 362, City Planning, 3 credits

Course Description

City planning is a comparative historical survey of urban settlement from the classical period to the present. It is an exploration of growth, planned or unplanned, evolution and/or decline of cities. An emphasis is placed upon ideas and forces which motivated change in the physical development, where the pattern of the city is linked to the economic, political and social conditions of the era. Frequently this course is taught by practitioners of urban design with a strong background in history. While lectures and reading predominate in the first-half of the semester, field visits and methodical, indepth analysis of particular examples of urban planning such as Sunnyside (Queens, NY) and Radburn (NJ) occupy significant portion of the second-half, resulting in written reports.

Course Goals & Objectives

To familiarize the student with tools deployed in the past to organize urban spaces. The student is exposed to the relationship between buildings and the landscape, and in particular the relevance of analytical tools such as the concept of typology. The introduction of phenomena such as community planning, transportation infrastructure, codes and property laws will prepare students to better understand cities of the 21st century.

Student Performance Criterion/a

A.1. Communication Skills

A.9. Historical traditions and global culture

Topical Outline:

Lecture presentations: 40%

Discussion of critical issues: 20%

Review of written student's written essays: 30%

Review of final project: 10%

Prerequisites:

AAID 160 (ARCH 160), ARCH 161, ARCH 162

Textbooks/Learning Resources:

Bacon, Edmund, Design of Cities, New York, 1977

Kelbaugh, D., The Pedestrian City, Princeton.

Rossi, Aldo, The Architecture of the City, Cambridge.

Offered (semester and year):

Fall and Spring; Annually

Faculty assigned

John di Domenico (F/T)

Nader Vossoughian, Ph.D. (F/T)

Jon Michael Schwarting (F/T)

Matthew Lewis (Adjunct)

Kaja Kuehl (Adjunct)

Number & Title of Course:

ARCH 401, Architectural Design V, 5 credits

Course Description:

Design V is a Community Design studio developed in collaboration with a local municipality or community group. The studio focus is planning and urban design with requirements for spatial and social mapping, neighborhood analysis and community master planning and urban design.

Course Goals & Objectives:

- Students interact with members of the local community and translate articulated “wish list” into spatial program priorities.
- Students will analyze and map the spatial and social structure of a community and prepare a community master plan that addresses the needs related to Sustainability, Transportation, Open Space and Quality of Life and desires of community participants.
- Students work in collaborative teams, alternately preparing selected areas of work and performing self-evaluations of the team’s effort.
- Students will learn and practice presentation skills appropriate to the analysis and design of buildings and open space on an urban scale.

Student Performance Criterion/a addressed:

A.5. Investigative Skills

C.1. Collaboration

C.3. Client Role in Architecture

Topical Outline:

Neighborhood Analysis (15%)

Program / Precedent Analysis (15%)

Community Master Plan (50%)

Graphic Presentation (20%)

Prerequisites:

ARCH 302

Textbooks/Learning Resources:

Please see Course Book Bibliography for complete extensive list.

Offered:

Fall only; Annually

Faculty assigned:

Matthias Altwicker (F/T)

Fredrick Bentel (F/T)

Janet Fink (Adjunct)

Yoko Kurimoto (Adjunct)

Mishi Hisono (Adjunct)

Giovanni Santamaria (Adjunct)

Aaron Gabriel (Adjunct)

Andrew Heid (Adjunct)

Anthony Harrington (Adjunct)

Teresa Jan (Adjunct)

Number & Title of Course:

ARCH 402* Architectural Design VI, 5 credits

Course Description:

Design VI is the semester-long comprehensive design II of a public building, including adjacent outdoor space, emphasizing development and integration of structure, building enclosure, systems, materiality, and sustainability.

Course Goals & Objectives:

- Students will explore solutions to architectural problems with emphasis on integration of: site response, program distribution, precedent research, climate and physical characteristics of immediate and extended contexts, sustainability, and life safety. Students diagram structural, environmental and material systems and assemblies for their projects.
- Students will develop the project to a high level of completion and formal resolution and produce final drawings and models of increasingly professional quality.

Student Performance Criterion/a addressed:

A.2. Design Thinking Skills

A.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems Skills

A.9. Historical Traditions and Global Culture

A.11. Applied Research

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.5. Life Safety

B.6. Comprehensive Design

B.8 Environmental Systems

B.9. Structural Systems

B.12. Building Materials and Assemblies

Topical Outline:

Site Visit and Analysis (5%)

Program / Precedent Analysis (10%)

Schematic Design (35%)

Design Development (40%)

Graphic / Presentation skills (10%)

Prerequisites:

ARCH 401

Textbooks/Learning Resources:

Please see Course Book Bibliography for complete extensive list.

Offered:

Spring only; Annually.

Faculty assigned:

Beyhan Karahan (F/T)

Fred Bentel (F/T)

Frances Campani (F/T)

Michele Bertomen (F/T)

Matthias Neumann (Adjunct)

Jason Hwang (Adjunct)

Erik Kath (Adjunct)

Maria Cumella (Adjunct)

Sean Erickson (Adjunct)

Angela Amoia (Adjunct)

Arsha Cazazian (Adjunct)

Ricardo Porro (Visiting Professor)

Giovanni Santamaria (Adjunct)

Janet Fink (Adjunct)

Number & Title of Course:

ARCH 411 Advanced Structural Concepts I, 3 credits

Course Description:

Conceptual studies of the behavior of structures under load and the analysis of forces acting on these structures.

Course Goals & Objectives:

- Students will learn how to compute wind loads and apply them to a structure.
- Students will learn how to compute seismic loads and apply them to a structure.
- Students will learn how to analyze indeterminate beams.
- Students will learn how to analyze multi-story frames.

Student Performance Criterion/a addressed:

B.9. Structural Systems

Topical Outline:

Calculation of wind loads. (10%)

Calculation of seismic loads. (10%)

Analysis of indeterminate beams. (40%)

Analysis of indeterminate frames. (40%)

Prerequisites:

ARCH 311 and ARCH 312

Textbooks/Learning Resources:

AISC, *Manual of Steel Construction*

Offered:

Fall and Spring; Annually

Faculty assigned:

Nicholas DeFelice (F/T)

James Wiesenfeld (F/T)

William Martin (F/T)

Paul Lew (Adjunct)

Number and Title of Course:

Arch 481 Professional Practice, 3 Credits

Course Description:

An Introduction presenting a clear understanding of the practice of architecture from licensing through establishment of a practice and completion of a major building project.

Course Goals and Objectives:

- Students will be able to summarize the legal and ethical responsibilities of the architect
- Students will be able to summarize the responsibility the architect to the clients and society
- Students will be able to summarize the financial aspects of building
- Students will be able to summarize the various principles of Project Management and Practice Management
- Students will be able to summarize the clients role in architecture
- Students will be able to summarize conservation of energy and sustainability
- Students will be able to summarize leadership characteristics

Topical Outline:

Financial Considerations 10%

Client Role in Architecture 10%

Project Management 10%

Practice Management 15%

Leadership 10%

Legal Responsibilities 10%

Ethics and Professional Judgment 5%

Community and Social Responsibility 10%

Case Studies 10%

Architecture Practice Studio Visits 10%

Student Performance Criteria addressed:

B.7. Financial Considerations

C.3. Client Role in Architecture

C.4. Project Management

C.5. Practice Management

C.6. Leadership

C.7. Legal Responsibilities

C.8. Ethics and Professional Judgment

C.9. Community and Social Responsibility

Prerequisites:

ARCH 222, ARCH 272, ARCH 311 or ARCH 312, ARCH 327

Textbooks/Learning Resources:

The Architecture Student's Handbook of Architectural Practice

AIA Documents

Offered:

Fall and Spring; Annually

Faculty Assigned:

Anthony DiSanto (F/T)

Frank Mruk (Adjunct)

Evan Supcoff (Adjunct)

Joseph Gabriel (Adjunct)

Roger Smith (Adjunct)

Number & Title of Course:

ARCH 501 Architectural Design VII, 5 credits

Course Description:

The first half of a two-semester thesis sequence providing the student with an opportunity to carry out an architectural design to a high degree of resolution. This semester is devoted to topical and precedent research, plus development of site and architectural program investigations. End of semester projects include documentation and conclusions drawn from research and analysis in addition to presentation of alternative schematic proposals. Emphasis is placed on clarity of concept and alignment of project goals with site, program and architectural strategy.

Course Goals & Objectives:

- Students will conduct broad research specific to their chosen thesis topic.
- Students will undertake site and program analysis and program, precedent study and research.
- Students will develop their graphic and communication skills according to the parameters of their project, and publish their work on a blog and/or to a thesis research booklet.

Student Performance Criteria addressed:

A.2. Design Thinking Skills

A.3. Visual Communication Skills

A.5. Investigative Skills

B.1. Pre-Design

Topical Outline:

Site Visit and Analysis (30%)

Program / Precedent Analysis (30%)

Schematic Design (30%)

Graphic / Presentation skills (10%)

Prerequisites:

ARCH 402

Textbooks/Learning Resources:

Assigned individually by each studio instructor

Offered:

Fall; Annually

Faculty assigned:

Judith DiMaio, Dean (F/T)

Matthias Altwicker (F/T)

Paul Amatuzzo (F/T)

Michael Nolan (F/T)

Fred Bentel (F/T)

John di Domenico (F/T)

Jonathan Friedman (F/T)

Matthew Dockery (F/T)

Percy Griffin (F/T)

James Cornell (Adjunct)

Glenn Fulk (Adjunct)

Julia Molloy (Adjunct)

Kaja Kuehl (Adjunct)

Joshua Davis (Adjunct)

Robert Cody (Adjunct)

Jason Hwang (Adjunct)

CarolAnn Ruiz (Adjunct)

Number & Title of Course:

ARCH 502 Architectural Design VIII, 5 credits

Course Description:

A continuation of ARCH 501. The student develops a final thesis design proposal. After evaluation and approval by the faculty, the student proceeds to final presentation of drawings, models, and related documentation, together with a final written program. The presentation will demonstrate the student's ability to identify, understand, and ultimately exert increasing control over the many forces which shape architecture in contemporary practice.

Course Goals & Objectives:

- Students build upon the Schematic Design executed in ARCH 501.
- Students will undertake Design Development-Comprehensive development of the project at a larger scale with integration of required spaces with required site and building systems, including egress, structure, circulation and accessibility. Students will publish their work to a website and/or thesis book.

Student Performance Criteria addressed:

A.3. Visual Communication Skills

A.6. Fundamental Design Skills

Topical Outline:

Schematic Design (20%)

Design Development (40%)

Design Detailing (25%)

Graphic / Presentation skills (15%)

Prerequisites:

ARCH 501

Textbooks/Learning Resources:

Assigned individually by each studio instructor

Offered:

Spring; Annually

Faculty assigned:

Judith DiMaio, Dean (F/T)

Paul Amatozzio (F/T)

Matthias Altwicker (F/T)

John di Domenico (F/T)

Jonathan Friedman (F/T)

Matthew Dockery (F/T)

Michael Nolan (F/T)

Fred Bentel (F/T)

Percy Griffin (F/T)

James Cornell Paul Amatozzio

Kaja Kuehl (Adjunct)

Joshua Davis (Adjunct)

Robert Cody (Adjunct)

Jason Hwang (Adjunct)

Julia Molloy (Adjunct)

CarolAnn Ruiz (Adjunct)

Glenn Fulk (Adjunct)

Andrew Heid (Adjunct)

PART Four (IV): SUPPLEMENTAL INFORMATION

- **IV.2 FACULTY RESUMES** http://nyit.edu/images/uploads/architecture/nyit_APR_Faculty_resumes.pdf

Name: Marc Ackerson, RA

Courses Taught:

ARCH 222 Building Construction II

Educational Credentials:

B.Arch, University of Cincinnati, Ohio, 1998

Masters of Science in Architecture & Urban Design Columbia University, New York, GSAPP, 2000

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2003 – present

Professional Experience:

Interior Space International, New York, 1994

Berghof, Landes, Rang Architekten, Frankfurt am Main, Germany, 1995

Solar Survival Architecture, Taos, NM, 1996

Eric Doepke Associates, Cincinnati, OH, 1997-1999

Barnard College, Urban Studies Senior Seminar, 2000

Berg and Forster Architects, New York, 2000-2001

Field Lines Architecture, New York, 2001 - present

Licenses/Registration:

New York State #029866 - 2003

Selected Publications and Recent Research:

'Vision on Tap' Covington, Kentucky, 1997

'Open City' Czech Cultural Center, NY, 2000

'Vacant City', Brussels, Belgium, 2000

'City of Culture 2000', Prague, Czech Republic, 2000

McGrath, Brian, New Urbanisms/New Workplace, cba/studio works 7, 2000

Plunz, Richard, Prague 13: New Urbanisms, cba/studio works 7, 2000

de Meulder, Bruno, Vacant City: Brussels Mont des Arts, NAI Publishers, 2000

Wettbewerbe Aktuell, 'Treehouse for a Tropical Island Resort', Dec, 2001 pp.31-32

'Treehouses of Hawaii' (winner), 2001

I'Arca, 'Treehouse Competition' Jan, 2002 pp. 32-35

Maxim Fashion, 'Hoher Wohnen' Summer, 2003 pp. 47-49

Print Magazine, '2005 Interactive Design Review' September/October, pp. 149

OFX Architettura September, 2004

'Design(ing) Network(ing) Garanti Galeri, Istanbul, Turkey, 2004

Henderson, Paula/Mornement, Adam, TREEHOUSE, Frances Lincoln Publishers, London, 2005

'NYIT Faculty Show' Old Westbury, NY. 2005

Greenberg, David, TREEHOUSES IN PARADISE, Abrams Publishers, New York, 2006

ForRent.jp Magazine Cover Image May 3rd, 2006

Years of Treehouses ACC, Weimar, Germany, 2009

Professional Memberships:

NA

Name: Ramona Albert

Courses Taught:

ARCH 140 Visualization I

Educational Credentials:

Master of Architecture, Harvard University, 2006

Bachelor of Architecture, Drury University, 2003

Teaching Experience:

Instructor, New York Institute of Technology 2008

Instructor, Harvard University, Career Discovery Program, 2006

Instructor, Boston Architectural Center, 2004, 2006

Professional Experience:

Front Inc. 2007 - Present

Skidmore, Owings, and Merrill, 2007

Line 5 Inc. 2003 - 2004

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Matthias Altwicker, RA LEED AP AIA

Courses Taught:

ARCH 221 Building Construction I
ARCH 222 Building Construction II
ARCH 302 Architectural Design IV
ARCH 401 Architectural Design V
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII
Summer Program in Berlin - 2007

Educational Credentials:

B. S., Rensselaer Polytechnic Institute, 1989
B.Arch., Rensselaer Polytechnic Institute, 1990
M.U.P., City College of New York, 2007

Teaching Experience:

Assistant Professor, University of Tennessee-Knoxville, 1998-2001
Assistant Professor, New York Institute of Technology, 2002-2007
Associate Professor, New York Institute of Technology, 2007-present

Professional Experience:

Office for Metropolitan Architecture; Rotterdam, 1990
Zanoni Architekten; Zurich, 1990-1992
Georg Ritschl; Berlin, 1992-1995
Simon Ungers; New York, 1995-2000
AB Architekten; New York, 2004-present

Licenses/Registration:

New York State #031731 - 2007

Selected Publications and Recent Research:

Team Leader, International Potsdam Summer Academy, 2005-present,
Subdivisions; International Architecture Workshops with NYIT and Potsdam, 2007-9
LEED Platinum Affordable Housing, work for the Long Island Housing Partnership and
Nassau County Planning Federation, 2007-present
Resource Team, LI Mayor's Institute; Regional Plan Association, 2007-present
Selected Work, Young Americans: New Architecture in the U.S., (DOM Publishing 2008)
On the Waterfront and *Tracking Links*; publication of student work, (online, 2008)
Lucentini Residence, Apartments Under 1000 sq.ft., (Grayson Publishing, 2008)
School for Orphans, sustainable school prototype for Help-for-Orphans, 2008
Thesis Reader, University of Applied Sciences Potsdam, 2008-2009
Building Brooklyn Award, 41 Box Street, best new industrial building, 2009
Suburban Excavations, Stephen Chung, (CASAS monograph, 2009)
A Post-Petroleum Nueva Loja, Nueva Loja Nueva, (Oscar Ojeda, Spring 2010)

Professional Memberships:

The American Institute of Architects
United States Green Building Council

Name: Paul J. Amatozzzo, NCARB

Courses Taught:

ARCH 201 Architectural Design I
ARCH 301 Architectural Design III
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII
Italy Summer Programs 2008, 2009, 2010

Educational Credentials:

B.Arch., Cooper Union, 1969

Teaching Experience:

Instructor, Cooper Union, 1970-1971
Associate Professor, University of Kentucky, 1971-1986
Visiting Professor, Cranbrook Academy, Michigan, Fall 1973
Visiting Professor, Syracuse University, New York, Spring 1995
Associate Professor, New York Institute of Technology, 1986-1991
Professor, New York Institute of Technology, 1991-present

Professional Experience:

Designer, Silverman Cika, NYC 1970
Designer, John Hejduk, NYC 1971
Principal, Amatozzzo Rocanova Friedman, Lexington, KY 1977-1981
Principal, Amatozzzo Pinney, Lexington, KY 1981-1986
Housing Commissioner, City of Glen Cove, NY 1991-1992
Principal, Paul Amatozzzo, Long Island, NY 1986-present

Licenses/Registration:

Kentucky #1710 - 1975
New York State #018664-1 - 1987
NCARB Certificate #17159 - 1975

Selected Publications and Recent Research:

Exhibition/Symposium, Johns Hopkins, Bologna, Italy July 2003
Exhibition, University of Texas at Arlington May 2004
NYC AIA Design Award September 2004
Exhibition, AIA Design Awards, LaGuardia Center Gallery, New York September, 2004
Oculus – Two Projects May 2005
Paesaggio Urbano – The Design Philosophy of Paul Amatozzzo July 2006
Practice – Paul J. Amatozzzo – Monograph #2, Essays and Drawings – 15 Projects May, 2009
Exhibition, Beaux Arts Institute, Paris, France *Projects by Paul J. Amatozzzo* May, 2010

Professional Memberships:

NCARB
ACSA

Name: Angela Amoia

Courses Taught

AAID 101 Design Fundamentals I
AAID 240 Visualization II
ARCH 201 Architectural Design I
ARCH 202 Architectural Design II
ARCH 301 Architectural Design III
ARCH 402 Architectural Design VI

Educational Credentials:

B.Arch., New York Institute of Technology, 1993
M.A.A.D., Columbia University, 1994

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 1997-2009
Adjunct Associate Professor, New York Institute of Technology, 2009-Present

Professional Experience:

Project Architect, Silberstang Architects, New York 1995-1996
Project Architect, RBA Ross Bianco Architects, Pittsburgh 1996-1998
Project Architect, Kohn Pedersen Fox, New York 1998-2002
Project Architect, *Terrence O'Neal Architect* (TONA), New York 2002-2004
Project Architect, Butler Rogers Basket, New York 2004-2005
Personal Practice, Amoia Cody Architects, New York 2003-Present
Studio Leader & Project Architect, TRA Studio, New York 2005-Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Columbia University Abstract, 1993-1994
Collective Commune di Bari Biennial. Amoia / LaSorsa Landscapes. Molfetta, Bari, Italy
1999-2000
First Prize Winner "Architectural Lines in the Sand" Boathouse Restaurant in
Lincolnshire, England, 2006
Plan Magazine, Lincolnshire Boathouse and Restaurant, 2006

Professional Memberships:

NA

Name: Goil Amornvivat, RA

Courses Taught:

ARCH 301 Design I
ARCH 302 Design II

Educational Credentials:

Ph. D., Architectural History/Ethics, Architectural Association, 2005
Master of Arts, Architectural Association, 1997
Master of Architecture, Rensselaer Polytechnic Institute, 1990
Bachelor of Architecture, Cornell University, 1999
Bachelor of Arts, Wesleyan University, 1987

Teaching Experience:

Instructor, New York Institute of Technology, 2009
Instructor, Parson School of Design, 2004 – 2008
Instructor, Catholic University, 1999

Professional Experience:

Tug Studio, 2000 – Present
The Learning Channel, 2007 – 2008
Robert A. M. Stern Architects, 2000 – 2006
RTKL Associates, 1997 – 1998
Urban Design Architects, 1996

Licenses/Registration:

New York State

Selected Publications and Recent Research:

Architecture Inside/Out Symposium, Architectural Center, 2008

Professional Memberships:

NA

Name: Adam P. Anzzolin RA

Courses Taught:

AAID 240 Visualization II

ARCH 221 Building Construction I

ARCH 327 Computer Aided Construction Drawings

Educational Credentials:

M.Arch, The Catholic University of America

B.S. (Architecture), The Catholic University of America

Teaching Experience:

Adjunct Professor, ITT Technical Institute, Springfield, VA, 2004-2005

Adjunct Instructor, New York Institute of Technology, 2007 – present

Professional Experience:

Architectural Intern, Ellerbe Becket, Washington, DC, 1997-2002

Project Architect, Phillips Swager Associates, McClean, VA, 2002-2004

Architect III, HNTB, Washington, DC, 2004

Technical Coordinator, SOM, New York, NY, 2005-2007

Project Architect, HNTB, New York, NY, 2007 – present

Licenses/Registration:

New York State # 032817 - 2008

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Thomas F. Attianese

Courses Taught:

AAID 140 Visualization I

Educational Credentials:

B.Arch, New York Institute of Technology, 2009

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2009 – present

Professional Experience:

Intern Architect, Tast & Clemency Architects P.C. : Glen Cove, NY, 2007- 2009

Milo Klienbergl Design Associates: New York, NY, 2009 - Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Modernism for the Borderland, the Mid-Century Houses of Robert Garland and David Hilles. University of Texas at El Paso.

Modernism in Texas. A Retrospective of Modern Design in Texas in Celebration of the Life and Work of Architect Frank Welch. University of Texas at Arlington.

Modernism for the Borderland, the Mid-Century Houses of Robert Garland and David Hilles. University of Texas Press.

Modernism for the Borderland, the Mid-Century Houses of Robert Garland and David Hilles. University of Texas at Austin.

Architectural study of sustainable dwelling and settlement in the amazon rainforest, proposed as an alternative to the destructive slash and burn technique currently used.

Professional Memberships:

NCARB Registered

Name: Christopher Barker

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
AAID 140 Visualization I
AAID 240 Visualization II

Educational Credentials:

BFA, Elam School of Fine Arts, University of Auckland, New Zealand, 1996
M.Arch, Graduate School of Architecture, Planning and Preservation, Columbia
University, 2003

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2009-present

Professional Experience:

Designer, Evans Heintges Architects, New York, NY, 2003-06
Designer, Selldorf Architects, New York, NY, 2006-08
Designer, Jane Kim Design, New York, NY, 2008-09

Licenses/Registration:

NA

Selected Publications and Recent Research:

"Illustrated Throughout," *Hunch #12* (Rotterdam: Berlage Institute/NAi Publishers, 2009)
"The Architects Resistance," New York State Council of the Arts Independent Projects
Grant, 2009-2010

Professional Memberships:

NA

Name: Dr. Frederick R. Bentel, FAIA

Courses Taught:

ARCH 201 Architectural Design I
ARCH 202 Architectural Design II
ARCH 401 Architectural Design V
ARCH 402 Architectural Design VI
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII

Educational Credentials:

B.Arch, Pratt Institute, NY, 1949
M.Arch, M.I.T. Boston, MA, 1950
Doctorate of Architecture – Tech. University of Graz, Austria, 1953

Teaching Experience:

Adjunct Associate Professor, Pratt Institute, 1955 to 1970
Associate Professor, New York Institute of Technology, 1973-1983
Professor, New York Institute of Technology, 1982-present

Professional Experience:

Private practice – Bentel & Bentel, AIA NY, 1957 to present

Licenses/Registration:

New York State # 006926 - 1956
New Jersey # 21AI00385300 - 1960
Massachusetts
Virginia
Vermont # 003.0000602 - 1981
Missouri # 2001010118 - 2001
Connecticut
Delaware # S5-0005987 - 1995
Florida
Pennsylvania

Selected Publications and Recent Research:

Rouge Tomate, New York, NY
W Hotel, Boston, MA
W Hotel, Hoboken, NJ
Craftsteak, New York, NY
Cosmopolitan Hotel, Las Vegas, NV
Toku, Manhasset, NY
MGM Mirage, Las Vegas, NV

Professional Memberships:

The American Institute of Architects
Society of American Registered Architects

Name: Michele Bertomen, RA NCARB

Courses Taught (Two academic years prior to current visit):

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
ARCH 220 Ecology/Architecture
ARCH 301 Design 3 Comprehensive Design
ARCH 402 Design 6 Comprehensive Design
ARCH 376 Energy Conservation: NYIT Solar Decathlon 2011

Educational Credentials:

B.Arch., Cornell University School of Architecture, Art and Planning 1975

Teaching Experience:

Adjunct Assistant Professor, NYIT 1981-1994
Associate Professor, NYIT 1994-present

Professional Experience:

Designer: Pomeroy/Lebduska, P.C. 1975-1978
Designer: Skidmore, Owings and Merrill, Inc. 1978-1979
Project Architect, Fox and Fowle, Architects 1980-1981
Brooklyn Architects Collective (founding member) 1995 -2005
Michele Bertomen, Architect 2005- present

Licenses/Registration:

New York State 1978 #014185
NCARB 1979

Selected Publications and Recent Research:

"Foundations and Feedbacks: re-framing educational mores for Earth in crisis"
Paper accepted/delivered at "Green Foundations" 24th National Conference on the
Beginning Design Student, Georgia Tech March 14-17, 2008
Faculty advisor, NYIT Solar Decathlon 2007
Principal Investigator, NYIT Solar Decathlon 2005
"The Future of Long Island". Essay and digital collages published in *Sensing the 21st Century City: The Net City Close-up and Remote* (*Architectural Design*, David Grahame Shane and Brian McGrath Ed. Dec 16, 2005)
"Local art/global ecology at the Williamsburg/Greenpoint water's edge" with Neighbors Against Garbage, a community organization in Williamsburg, Brooklyn
Received funding to organize local artists to propose ecological remediation at the water's edge through the Hudson River Foundation, 2003
"Casa del Sol/FUTURE CITY : a model for redirecting society's interaction with the environment". With the Cherry Tree Association, Inc. a community organization in the South Bronx. Received funding for photovoltaic installation from Clean Air Communities and NYSERDA, 2002
Martin Luther King Jr. Memorial International Competition: Third place Published in *Oculus* November 2000, *Competitions* Winter 2000, 2001
Transmission Towers on the Long Island Expressway: A Study of the Language of Form (Princeton Architectural Press 1992).

Professional Memberships:

NA

Name: Gabrielle Brainard, Associate AIA

Courses Taught:

AAID 140 Visualization I

Educational Credentials:

B.A., Yale University, 2001

M.Arch, Yale School of Architecture, 2007

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2009-present

Professional Experience:

Junior Architect, Bucholz McEvoy Architects, Dublin, Ireland, 2007-2008

Designer, REX, New York, NY 2008-2009

Virtual Design and Construction Modeler, Parsons Brinckerhoff, New York, NY, 2009

Virtual Design and Construction Manager, SHoP Construction, New York, NY, 2009-present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Perspecta 41: Grand Tour (MIT Press, 2008).

Some True Stories (Exhibition, Storefront for Art and Architecture, New York, NY, 2008 and University of Michigan Taubman College, Ann Arbor, MI, 2010).

Professional Memberships:

The American Institute of Architects, Associate Member

Name: Colin Brice, RA

Courses Taught:

ARCH 301 Architectural Design III
ARCH 302 Architectural Design IV

Educational Credentials:

B.Arch., Carnegie Mellon University, 1994
M.Arch., Yale University, 1999

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2008-2009

Professional Experience:

Project Manager, Cottle Graybeal Yaw, Architects, 1995 - 1997
Project Manager, Koetter Kim + Associates, 1998
Project Manager, Turner Brooks Architect, 1998 - 1999
Project Manager, Wood + Zapata Architects, 1999 – 2000
Executive Director, Pompei AD, 2000 – 2008
Owner & Principal, Mapos LLC, 2008 - present

Licenses/Registration:

New York State # 028460 - 2001

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Nick Brinen

Courses Taught:

AAID 101 Design Fundamentals I
AAID 140 Visualization I
AAID 240 Visualization II

Educational Credentials:

B.A Architecture, University of Florida, 2003
M.Arch I., University of Texas, 2006

Teaching Experience:

Studio Instructor, The University of Texas (Summer Academy), 2006
Adjunct Professor, Parsons The New School for Design, 2007-present
Adjunct Instructor, New York Institute of Technology, 2008-present

Professional Experience:

Sasaki Associates, 2004
Hurt Partners Architects, 2005
Smith-Miller+Hawkinson Architects LLP, 2006-2009

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

Architecture for Humanity

Name: Andy Burne, LEED AP

Courses Taught:

AAID 102 Design Fundamentals II
ARCH 201 Architectural Design I
ARCH 202 Architectural Design II
ARCH 240 Visualization II
ARCH 327 Computer Aided Construction Drawings / BIM

Educational Credentials:

B.Envd., University of Colorado, Boulder, 2002
M.Arch., Columbia University, 2007

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2008-Present
Adjunct Faculty, Parsons The New School for Design, Summer 2009

Professional Experience:

Project Manager, SHoP Architects, 2005-2008
Project Manager, Loci Architecture, 2009-present

Licenses/Registration:

LEED AP

Selected Publications and Recent Research:

Guest Lecturer – University of Pennsylvania

Professional Memberships:

NA

Name: Keith Burns

Courses Taught:

ARCH 301 Architectural Design III

Educational Credentials:

BS.Arch. University of Cincinnati, 2006

M.Arch. University of Cincinnati, 2008

Teaching Experience:

Graduate Assistant, University of Cincinnati, 2006-2008

Adjunct Instructor, New York Institute of Technology, 2009

Professional Experience:

Intern, Karlsberger Architecture, New York NY, June-September 2004 and January-March 2005

Intern, Conant Architecture, New York, NY, April-June 2005

Intern, GBBN Architecture, Cincinnati OH, January-March 2006

Junior Architect, Jose Garcia, Cincinnati OH, June-August 2006

Architect, REX Architecture, New York NY, March-September 2007 and October 2008 – Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Frances Campani, RA

Courses Taught:

AAID 101 Design Fundamentals I
AAID 140 Visualization I
ARCH 202 Architectural Design II
ARCH 302 Architectural Design IV
ARCH 402 Architectural Design VI
ARTH 111 Introduction to the Arts

Educational Credentials:

B.A., Art History, History, SUNY at Stony Brook, 1976
M.Arch, GSAPP, Columbia University, 1982

Teaching Experience:

Adjunct Assistant Professor, GSAPP and Barnard/Columbia Program, Columbia University, 1982-1988
Adjunct Assistant Professor, New York Institute of Technology, 1988-1993
Assistant Professor, New York Institute of Technology, 1993-2000
Associate Professor, New York Institute of Technology, 2000-present

Professional Experience:

Intern, Charlie Chu Jr. and Associates, Palo Alto, CA 1980-1981
Intern/Designer, Conrad Levenson and Assoc., New York, NY 1982-84
Principle, Frances Campani Architect, Port Jefferson, NY 1985-2000
Principle, Campani and Schwarting Architects, Port Jefferson, NY 2000-present
Artist, 1976- present

Licenses/Registration:

New York State #17535 - 1985

Selected Publications and Recent Research:

Frances Campani, Paintings and Drawings Exhibition at FXFowle Gallery, New York, NY
March-April 2009
Port Jefferson Harbor Study, Campani and Schwarting Architects, *Long Island Moderns*,
Heksher Museum Catalogue, January 2010

Professional Memberships:

Pastel Society of America

Name: Charles Carbonara

Courses Taught:

AAID 140 Visualization I

Educational Credentials:

B.Arch, New York Institute of Technology, 2002

M.Arch, Syracuse University, 2004

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2006-2009

Professional Experience:

Campani & Schwarting Architects, Pt. Jefferson, NY, 2001 – 2003

Beatty, Harvey & Associates, Riverhead, NY, 2004 – 2005

Charles J. Brudi – Architect, Florence, IT, 2004 – present

The DeGiamo Group, Rockville Centre, NY, 2005 - present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Bellport Station – A first phase of learn by doing. A grassroots building community initiative. New Directions Community based research institute. 2002

Villa Rosa Voice – Syracuse University in Florence newsletter for students, faculty and staff. Syracuse University, Oct. 2004

Professional Memberships:

NA

Name: Thomas B. Carruthers

Courses Taught:

AAID 140 Visualization I

Educational Credentials:

B.A., Brown University, 2000

M.Arch, Yale University, 2005

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2009

Professional Experience:

Junior Architect, Gwathmey-Siegel, 2005 - present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Pfaff Judy, Kingston Sculpture 2003 Biennial, Arts Society of Kingston, Kingston, NY, 2003

"Drip Rhythm Ink Drawing", Palimpsest Volume II, 2004

Alison Baker, Socrates Sculpture Park.: Beyond City Limits Catalogue 2001, Socrates Sculpture Park, Queens, NY 2005

Carruthers and Gomez-Rivas ed., Palimpsest Vol. III

Baker & Mestrovic ed., Socrates Sculpture Park, New York New Haven: Yale University Press 2007: 162-163

Professional Memberships:

NA

Name: Elizabeth Arshaluis Cazazian, Associate AIA

Courses Taught:

ARCH 301 Architectural Design III
ARCH 302 Architectural Design IV
ARCH 402 Architectural Design VI

Educational Credentials:

BA, Hunter College, Art History, 1999
M.Arch., Columbia University Graduate School of Architecture, 2006
M.ReD., Certification: New York University Real Estate Institute, 2006

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2007 to Present
Lecturer, Sanford Weil Institute, High School for Economics and Finance, NY, 2009

Professional Experience:

Development, United Nations Development Programme, NY 1997-2001
Designer, Spector Group, NY, 2001-2003
Architectural Liaison, Continental Advisory Services, NY 2003-2006
Designer, Gensler, NY 2006-2007
Associate Developer, Africa Israel Properties, USA, NY 2007-2008
Owner, DIA|WRKS, NY, 2007-Present

Licenses/Registration:

NA

Selected Publications:

Dwell Magazine: Green Beginning Art and Academy Center (2008).
Entrepreneur Magazine: PID Flooring Showroom design
Real Estate Weekly: Various Projects
New York Construction: NYIT Administrative Office Design for Judith Dimiao, Dean, School of Architecture (2008).
Mann Report: Partition System & The Fashion District (2008 + 2009)
New York Real Estate Journal: Madame Paulette Flagship Store (2009).
Contract Magazine: Green Beginnings Arts & Academy Center

Professional Memberships:

The American Institute of Architects, Associate Member
Professional Women in Construction
Women in Housing and Finance

Name: Shao Kung (Chris) Chen, AIA

Courses Taught:

AAID 101 Design Fundamentals I

Educational Credentials:

B.Arch., University of California, 1999

M.Arch., Columbia University, 2005

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2007 – 2009

Professional Experience:

Job Captain, Gensler SF, CA 1999-2001

Intern, Skidmore, Owings & Merrill, NY 2004

Project Architect/Manager, Kondylis Design, NY 2005-2008

Project Designer, Swanke, Hayden Connell Architects, NY 2008-2009

Licenses/Registration:

New York State #033241 - 2009

Selected Publications and Recent Research:

NA

Professional Memberships:

The American Institute of Architects

Architectural League

Name: Henry Chin-Hong

Courses Taught:

AAID 140 Visualization I

AAID 240 Visualization II

ARCH 325 Environmental Systems II

Educational Credentials:

B.Arch., New York Institute of Technology, 1997

Teaching Experience:

Volunteer Teacher Assistant and Tutor, New York Institute of Technology, 1996-1997

Adjunct Instructor, New York Institute of Technology, 2001-Present

Professional Experience:

Intern, M. Paul Friedberg and Partners, New York, NY, 1994-1996

Drafter, Mancini-Duffy, New York, NY, 1997

Architectural Designer/Drafter, LVA Architects, New York, NY, 1997-1998

Assistant Architect, NYC Housing Authority, New York, NY, 1998-2001

Construction Project Manager, NYC Housing Authority, New York, NY, 2001-2006

Technical Engineer, United States Army Reserve, New Windsor, NY, 2003-2006

Space Planner, New York City Department of Buildings, New York, NY, 2006

Architect, National Park Service, Staten Island, NY, 2007-2009

Architect, U.S. General Service Administration, New York, NY, 2009-Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Robert Cody, AIA, NCARB, LEED AP

Courses Taught:

ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII

Educational Credentials:

B.Arch., New York Institute of Technology, 1993

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2006-Present

Professional Experience:

Douglas A. Wilke Architects and Engineers, Green building and environmental engineering, Glean Head, NY 1988-1993
Project Architect, Silberstang Architects, New York 1993-1996
Project Architect, JMB Jeffrey M. Brown Associates, New York 1996-1998
Project Architect, Kohn Pedersen Fox, New York 2001-2003 (MOMA)
Associate Architect, Beckhard Richlan Associates, New York 1998-2001, 2003-Present
Personal Practice, Amoia Cody Architects, New York 2003-Present

Licenses/Registration:

New York State #029903 - 2003
LEED AP

Selected Publications and Recent Research:

"Hyper-Times Square", Japan Architecture, Electronic Addition, 11/00
First Prize Winner "Architectural Lines in the Sand" Boathouse and Restaurant in Lincolnshire, England, 2006
Plan Magazine, Lincolnshire Boathouse and Restaurant, 2006

Professional Memberships:

NCARB
The American Institute of Architects
United States Green Building Council

Name: James Cornell, AIA, LEED AP

Courses Taught:

AAID 102 Design Fundamentals II
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII

Educational Credentials:

BARCH., The Cooper Union, School of Architecture,. 1999
MARCH., Harvard University, Graduate School of Design, Master in Architecture. 2003

Awards:

AARC Academy of Architecture, La Fenice Opera House. Merit award. 1997
The Benjamin Menschel Fellowship, Program for Creative Inquiry. 1997-1998
The George Ledlie Fund, Annual Prize awarded by Dean for thesis work. 1999

Teaching Experience:

Boston Architectural Center, Adjunct Instructor. 2002
Adjunct Assistant Professor, New York Institute of Technology, 2005-Present

Professional Experience:

Cornell Construction, NJ/DE.. 1986-1994
Toshiko Mori Architect, New York NY. 1999-2002
Cornell Collaborative, NY/NJ. 2003-2008
Follieri Yucaipa Investments LLC, New York, NY. 2006-2008
James Cornell Architect, NY/NJ. 2008-Present

Licenses/Registration:

New York State #033002 - 2009
New Jersey # 21AI01796500 – 2008
NCARB
LEED

Selected Publications and Recent Research:

Domus Magazine, Featured Thesis Project. June issue. 2000
Harvard University Gazette, Painting Exhibition, January issue. 2003
Toshiko Mori Architect, Projects worked on, The Monacelli Press, Inc. 2008

Professional Memberships:

The American Institute of Architects
National Council of Architectural Registration Boards

Name: Timothy John Costello, AIA, CKD

Courses Taught:

ARCH 271 Site Planning
ARCH 272 Environmental Site Planning
ARCH 222 Building Construction II

Educational Credentials:

B. Arch, Cornell University, 1985
Diploma in C.M. Management, NYU Real Estate Institute, 1989

Teaching Experience:

Guest Critic, Pratt University, 1989
Adjunct Assistant Professor, New York Institute of Technology, 2007 - present

Professional Experience:

Intern, Moshe Safdie & Associates, Boston MA, 1978-1981
Job Captain, Mitchell/Guirgola Architects, New York, 1986-1989
Project Architect, Buttrick White & Burtis, New York, 1989-1991
Design Manager, MTA, NYCTA, Office of Transit Design, New York, 1992-1997
Regional Consultant, HDRinc, New York & Long Island, 2007
Principal, Hierarchy Architects & Designers, Manhasset NY, 1996-present

Licenses/ Registration:

New York State #019482 - 1988
New Jersey #12473 - 2001
NKBA, Certified Kitchen Designer

Selected Publications and Recent Research:

Master Works of Mitchell/Guirgola, (Images Publishing Group, 1996)
Private Residence, Lawrence, NY, (House Magazine, 2000)
Private Residence, Manhasset, NY (This Old House Magazine, 2000)
Private Residence, Brookville, NY, (House Magazine, 2002)
Private Residence, Manhasset, NY (House Magazine, 2005)
Dream Homes of Metro New York, (Hardcover Panache Publications, 2007)
Private Residence, Manhasset, (House Magazine, 2007),
Colonial Revival Homes of LI, (Newsday Nov 2007)

Professional Memberships:

The American Institute of Architects
USGBC, Member
CAAN, Cornell Alumni off-campus interviewer
Better Business Bureau, Member
Chamber of Commerce, Member

Name: Yazmin M. Crespo Claudio RA

Courses Taught:

ARCH 201 Architectural Design I

Educational Credentials:

Environmental Design, University of Puerto Rico, 1997

Bachelor of Architecture, Cornell University, 1999

Master of Architecture in Urban Design, Cornell University, 2000

Master in Design Studies, Harvard University Graduate School of Design, 2005

Teaching Experience:

Instructor, Cornell University, 2000

Instructor, Harvard University Graduate School of Design, 2005

Adjunct Instructor, New York Institute of Technology, 2009

Professional Experience:

Perkins Eastman Architects PC, 2000 - 2001

QPK Design, 2002 - 2003

LP Arquitecto, San Juan Puerto Rico, 2004

Licenses/Registration:

Registered

Selected Publications and Recent Research:

"Changing Roles-Changing Views: A Woman's New York, 1900-1940". Professor
Mary Woods, Cornell University School of Architecture.

www.architecture.cornell.edu/arch690/exhibithome.htm

UIA Barcelona 96' Concursos Competitions. XIX Congres de la Unio Internacional
d'Architectes. Barcelona: Edita, 1996.

Professional Memberships:

American Institute of Architects

Boston Historical Society

Name: Maria E. Cumella

Courses Taught:

ARCH 301 Architectural Design III
ARCH 402 Architectural Design VI

Educational Credentials:

BFA, New York School of Interior Design, 2000
B.Arch., New York Institute of Technology, 2004

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2009-Present

Professional Experience:

Intern, Fink & Platt Architects, New York, 2003
Architectural Designer, Richard Meier & Partners Architects, New York, 2004-2009

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Aly S. Dadras, AIA, NCARB

Courses Taught:

ARCH 321 Building Equipment I
ARCH 322 Building Equipment II
ARCH 324 Environmental Systems I
ARCH 325 Environmental Systems II

Educational Credentials:

Bachelor of Science in Architectural Engineering, University of Miami, 1954
Masters of Science in Urban Planning, Columbia University, 1956

Teaching Experience:

Professor, New York Institute of Technology, 1963 – present

Professional Experience:

Principal, Dadras International, Architects and Planners, 1960 to present

Licenses/Registration:

New York State # 008918 - 1965
Puerto Rico
Iran
Germany

Selected Publications and Recent Research:

Mechanical Systems for Architects, 3rd printing 2001
Electrical Systems for Architects, 3rd printing 2001

Professional Memberships

The American Institute of Architects
NCARB
New York State Association of Architects
International Federation of Housing & Town Planning
American Arbitration Association

Name: Robert Dadras, RA

Courses Taught:

ARCH 321 Building Equipment I
ARCH 322 Building Equipment II
ARCH 324 Environmental Systems I
ARCH 325 Environmental Systems II

Educational Credentials:

B.Arch., New York Institute of Technology, 1985

Teaching Experience:

Adjunct Associate Professor, New York Institute of Technology, 1994-present
Faculty, New York School of Interior Design, New York, NY, 1996-present

Professional Experience:

Dadras Architects, Partner, New York, NY, 1989-present

Licenses/Registration:

New York State #023830 - 1993

Selected Publications and Recent Research:

The 1996 New York Conference of Mayors (NYCOM); Main Street Award.
The 2004 New York State Historic Preservation Office's; "Preservation Award".

Professional Memberships:

The New York Main Street Alliance, Board Member, 1998 – present
The New York Urban Council, Board Member, 1999 - present

Name: Edward T Davis, RA

Courses Taught

ARCH 324 – Environmental Systems I

ARCH 221 – Building Construction I

Educational Credentials:

Bachelor of Science in Architecture Technology, New York Institute of Technology - 1982

Master of Science, Energy Management, New York Institute of Technology - 2007

Teaching Experience:

Assistant Professor, Farmingdale State University, 1994 - Present

Adjunct Assistant Professor, New York Institute of Technology, 1998 - 2009

Assistant Professor, Queensborough Community College, 1998 - Present

Professional Experience:

Self Employed Architectural Practice and Teaching, 1992 - Present

Licenses/Registration:

New York State #023289 - 1992

Selected Publications and Recent Research:

NA

Professional Membership:

NA

Name: Joshua V. Davis, AIA

Courses Taught

ARCH 501 Architectural Design VII

ARCH 502 Architectural Design VIII

Educational Credentials:

B.Arch., Cornell University, College of Architecture, Art, & Planning, 1992

Teaching Experience:

New York Institute of Technology, Adjunct Professor, 2003 – present

New York Institute of Technology, Distinguished Visiting Professor, 2008 / 2009

Guest juror at Cornell University (Ithaca, NY), and City College (New York City)

Professional Experience:

Roxanne Warren Architects, New York, 1987 (summer)

Ellenzweig Associates, Cambridge, 1988 (summer)

Studio Einaudi, Rome, Italy, 1990

L. Bogdanow & Associates, New York, 1991

Charles Patten Architects, New York, 1992 (summer)

Aldo Rossi, Studio di Architettura, New York, 1992 – 1996

Peter Marino Architects, New York, 1995 – 1996

Michael Davis Architects, New York, 1996 – 1998

Research & Design Studio, New York, 1998 – 2005, president

Ascher Davis Architects, New York, 2000 - present, president

Licenses/Registration:

New York State #027526 - 1999

Selected Publications and Recent Research:

NA

Professional Memberships:

The American Institute of Architects

NCARB (National Council of Architecture Registration Boards)

Name: Nicholas J. DeFelice, PE

Courses Taught:

Arch 211 Statics & Strength of Materials
Arch 311 Structural Steel Design
Arch 312 Reinforced Concrete Design
Arch 313 Structural Timber Design
Arch 411 Advanced Structural Concepts I

Educational Credentials:

Bachelor of Engineering (Civil), Manhattan College, 1977
Master of Engineering (Civil), Manhattan College, 1981

Teaching Experience:

Instructor, Manhattan College, 1981
Assistant Professor, New York Institute of Technology, 1989-1997
Associate Professor, New York Institute of Technology, 1997-present

Professional Experience:

PRC Harris, Inc., 1977 - 1979
Charles T. Main, 1979 - 1980
Robert Silman Associates, 1980 – 1981
Burns & Roe, Inc., 1981 - 1983
Gruman Aircraft Systems, 1983 – 1987
BJLJ, P.C., 1987 - 1988
New York City DOT, 1988 – 1989
Nicholas J. DeFelice, PE (2001- Present)

Licenses/Registration:

New York State PE #059090 - 1982

Selected Publications and Recent Research:

Recent consulting work has focused on residential design and the structural design of wireless telecommunication sites.

Professional Memberships:

American Institute of Steel Construction

Name: Francisco de la Cruz, RA

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
AAID 140 Visualization I

Educational Credentials:

Bachelor of Architecture, University of Puerto Rico School of Architecture, 1999
Master of Science in Architecture and Urban Design, Columbia University, 2006

Teaching Experience:

Instructor, Syracuse University, 2002 - 2003
Adjunct Instructor, New York Institute of Technology 2007-2009

Professional Experience:

JMM Architects, Puerto Rico, 2004

Licenses/Registration:

Puerto Rico - # AEE 19926

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Victor Deupi, Ph.D.

Courses Taught:

AAID 160 Introduction to History, Theory, and Criticism in Architecture
Arch 161 Survey History of Architecture I
Arch 361 Architectural History and Theory Seminar (Renaissance & Baroque Architecture)

Educational Credentials:

BS.Arch., University of Virginia, 1986
MArch., Yale University, 1989
Ph.D., University of Pennsylvania, 1999

Teaching Experience:

Visiting Professor, University of Notre Dame, Rome Studies Program, 1994-95
Senior Tutor, Prince of Wales's Institute of Architecture, London, 1995-98
Visiting Professor, University of Miami, Coral Gables, Fall 1998
Assistant Professor, University of Notre Dame, South Bend 1998-2006
Director of Education, ICA&CA, New York, 2005-2008
Adjunct Professor, Georgia Tech, Atlanta, Fall 2007
Visiting Professor, NYIT, 1998-99
Visiting Professor, University of Miami, Coral Gables, Spring 2008
Adjunct Professor, Fairfield University, 2008-Present
Adjunct Professor, New York Institute of Technology, 2009-Present

Professional Experience:

Principal, B&D Studio LLC, New Canaan, CT, 2004 – Present.

Licenses/Registration:

NA

Selected Publications and Recent Research:

"The Bankruptcy of Ideas," *Bulletin of Science, Technology and Society*, Vol. 20, No. 4, 2000, pp. 271-274.
"New Urbanism: Criteri per un rinnovamento urbano," in *Recuperacioviale*, F. Coccia ed. (Rome: Edizioni Kappa), 2002, pp. 91-94.
Galleria Mistrali, "The Promise of Beauty: Watercolors of Victor Deupi, an American Architect in Italy," Parma, 12 June-26 July, 2004.
"L'Accademia di San Luca and the Origins of Architectural Education," *Windsor Forum on Design Education*, S. Bothwell, A. Duany, P. Hetzel, S. Hurtt and D. Thadani, eds., Miami: New Urban Press, 2004, pp. 58-65.
"Renovatio Urbis: Palladio & Venice," (Review of Tracy E. Cooper's *Palladio's Venice, Architecture and Society in a Renaissance Republic*), *Traditional Building*, Vol. 20, No. 1, February 2007, pp. 230-231.
"Palladio's Legacy," *Traditional Building*, Vol. 21, No. 1, February 2008, p. 202.
New Palladians, A Group Exhibition Celebrating the 500th Anniversary of the Birth of Andrea Palladio, The Prince's Foundation Gallery, London, England, September 3-20, 2008;
Gorcums Museum, Gorinchem (Netherlands) 25 June–31 August, 2009.
"Cultural Sustainability and the Renewal of Tradition," in *Green Living: Architecture and Planning*, Edited by Barbara Kenda and Steven Parissien, New York: Rizzoli (April, 2010).

Professional Memberships:

Congress for the New Urbanism
The Seaside-Pienza Institute
Ex-Tempore (The Seaside Drawing Guild), Co-Founder
The New Urban Guild Foundation (Board of Directors)
The New Urban Guild (Advisory Council)
The Institute of Classical Architecture & Classical America (Fellow Emeritus)
INTBAU (International Network for Traditional Building Architecture and Urbanism)

Name: John di Domenico AIA, LEED AP

Courses Taught:

ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII
ARCH 362 City Planning

Educational Credentials:

B.S. The City College of New York, 1974
B.Arch., The City College of New York, 1975
M.ARCH in Urban Design; Harvard Graduate School of Design, 1979
Fulbright Scholar; Rome, Italy 1980
LEED Accredited Professional, 2006

Teaching Experience:

Assistant Professor, The City College of New York 1980 – 1982
Adjunct Assistant Professor, New York Institute of Technology, 1981 - 1983
Associate Professor, New York Institute of Technology, 1983 - 1991
Professor, New York Institute of Technology, 1991 – present

Professional Experience:

Architect/Planner; The City of Trenton, Department of Planning, 1975 - 1977
Principal; Weintraub & di Domenico, 1981 – 1994
Principal: di Domenico + Partners, 1994 - present

Licenses/Registration:

Connecticut #ARI0006846 - 2009	District of Columbia #ARC100693 - 2010
New York State #014923-1 - 1981	New Jersey #21A100867300 - 2009
Virginia #0401013292 – 2004	Pennsylvania #RA010856B - 1988
NCARB Certificate #30723	

Selected Publications and Recent Research:

Lucy G. Moses Preservation Project Award, New York Landmarks Preservation Conservancy, 2004. Times Plaza Kiosk, Atlantic Avenue Terminal Complex, Brooklyn, New York.

MAStErwork Award for Best Neighborhood Catalyst/ Excellence in Architecture and Urban Design; Municipal Art Society of New York, 2006. Gun Hill Road Station, Bronx, New York

EPA/NYC Department of Environmental Protection, 2006 Green Building Competition Honorable Mention. Grand Avenue Central Maintenance Facility and Bus Depot, Queens, NY.

What If New York City – Competition; Post-Disaster Provisional Housing, Buoyancy. Selected Entry. www.whatifnyc.net/details.

“After a Delay, New Atlantic Terminal Pavilion is Open”, New York Times City Room Blog, A.G.Sulzberger. January 5, 2010
<http://cityroom.blogs.nytimes.com/2010/01/05/atlantic-terminal/>.
A Grand Opening for “Brooklyn’s Grand Central”, New York Times, Wednesday, January 6, 2010, page A16.

Newark Visitors Center; AIA Newark and Suburban Architects Sponsored Design Competition. February 2010. Selected as Top 4 Finalist.

Professional Memberships:

The American Institute of Architects
United States Green Building Council

Name: David Diamond, RA

Courses Taught:

ARCH 201 Architectural Design I
ARCH 202 Architectural Design II

Educational Credentials:

BARCH, The Cooper Union - School of Architecture, 1977
ITT/Fulbright International Fellowship to Italy 1979-1980
MARCH, Cornell University – School of Architecture, 1980

Teaching Experience:

Teaching Assistant, Cornell University, 1977 - 1979
Adjunct Special Lecturer, New Jersey Institute of Technology, 1987 – 1988
Travel Program Coordinator & Instructor, Parsons School of Design, 1989
Adjunct Associate Professor, New York Institute of Technology, 1988-1989
Visiting Associate Professor, New York Institute of Technology, 1989-1993
Assistant Professor, New York Institute of Technology, 1993 - 1998
Associate Professor, New York Institute of Technology, 1998 – present
Guest Critic: University of Maryland, Columbia University, Princeton University,
University of Pennsylvania, Cornell University, Pratt Institute, Parsons School
Of Design, New Jersey Institute of Technology

Professional Experience:

Principal - David Diamond, Architect, Brooklyn, NY, 1988 – present
Architect - GVZ Architects, Brooklyn, NY, 1987 – 1992
Senior Designer - Kohn Pedersen Fox Associates, New York, NY, 1982 - 1987
Designer - Richard Meier & Partners, New York, NY, 1980 – 1982
Model Maker - Gwathmey & Siegel Architects, New York, NY, 1977
Model Maker - John Hejduk, Architect, New York, NY 1975 - 1976

Licenses/Registration:

New York State #15840 - 1983
Connecticut - 1996

Selected Publications and Recent Research:

NYIT / AAUP Research Grant, 2001
Authored: "La Lezione Architettonica Del Cubismo", Parametro, n. 225 (settembre – ottobre 1998) 62 – 72.
Illustrations, essay and studio projects for: *"CREATION IN SPACE, Volume 2: DYNAMICS", Jonathan Block Friedman, Kendall / Hunt, 1999*
Edited revisions, graphic design and updated illustrations for: *"CREATION IN SPACE, Volume 1: ARCHITECTONICS", 2nd edition, Jonathan Block Friedman, Kendall / Hunt, 2001*
Cover design and graphic design for poetry anthology: *"Respite", Dr. James Cascaito, LC Lucchini Editore, La Spezia, Italy in 2009*

Professional Memberships:

The American Institute of Architects Student Chapter

Name: Jon Dillon

Courses Taught:

AAID 101 Design Fundamentals I
AAID 140 Visualization I

Educational Credentials:

Bachelor of Arts in Architecture, Princeton, 1997
B.Arch, The Cooper Union, 2004

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2006-2009

Professional Experience:

Sills-Huniford – 1998 – 1999
Hut Sachs Studio – 1999
Studio Castellano – 2005
Studio El-Tanamli Dillon – 2005 – present
Andre Soluri, Architect – 2006
David Jay Weiner, Architect P.C. – 2006 - present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Judith DiMaio AIA

Educational Credentials:

B.A., Bennington College, 1972

B.Arch., Cornell University, 1975

M.Arch., Harvard University, 1976

Teaching Experience:

Dean and Professor, New York Institute of Technology – 2001 - present

Associate Professor (Adjunct), in Architecture, School of Architecture, Yale University
and Director of Undergraduate Studies in Architecture, Yale College, 1988-2001

Assistant Professor University of Kentucky, 1977-1979

Professional Experience:

Judith DiMaio, Architect, Principal, 1988 – Present

Kohn Pedersen Fox, Senior Designer, 1980-1987

Licenses/Registration:

New York State, April 19, 1993; #023641

Selected Publications and Recent Research:

Exhibition Catalogues for the School of Architecture and Design, published by NYIT;
Introductions and Critiques: Jon Michael Schwarting, April 2005; Elisabetta Terragni,
November, 2005; Santiago Cirugeda, October 2007; Jonathan Friedman, March 2010;
Ricardo Porro, April, 2010.

Pocket Guides: City Secrets, Florence and Venice and the Towns of Italy, Publisher: The
Little Book Room, NY, NY, Series Editor, Robert Kahn Walks through Florence. 2001.

City Secrets, Rome, Publisher: The Little Book Room, NY, NY, Series Editor, Robert
Kahn, pages 10-11. 2000, 2001

Guest Speaker/Research: 'The Gridded Surface in 16th Century Italian Painting and
Architecture', Villa Aurelia, American Academy in Rome, May 2009; 'Essential History
II', with Kurt Foster, Visiting Professor of Architecture, Yale University; Steelcase,
N.Y., NY, 2009; 'Thomas Hope: Regency Designer', with Michael Graves, Bard
Graduate Center at the Yale Club, November, 2008; Dorothy Rowe Memorial Lecture,
'The Activity of the Grid in 16th Century Italian Painting and Architecture; the Vertical
Surface', Magdalen College, Oxford University, Italian Society, 2005.

Professional Memberships:

American Institute of Architects

American Academy in Rome, Resident (RAAR, '09); Fellow (FAAR, '1978)

Member, Board of Trustees, Restoring Ancient Stabia (RAS) since 2003

Member, Harvard Club, New York, New York since 2004

Member, Century Association, New York, New York since 1992

Name: Maria Di Natale, AIA

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
AAID 140 Visualization I
ARCH 202 Architectural Design II

Educational Credentials:

Certificate of Attendance, Ecole De Beaux Arts, France, 1987
B.Arch., Magna Cum Laude, New York Institute of Technology, 1988

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology 1991, 1996-99, 2007-present
Instructor, New York University School of Continuing and Professional Studies, NY, 1999-2002
Instructor, Institute of Design and Construction, Brooklyn, NY 1988-1995, 2007

Professional Experience:

Roe/Eliseo Design, NYC, NY, 1988-1989
SLCE Architects, NYC, NY, 1989-1993
NYC Department of Citywide Administrative Services, NYC, NY, 1993-1997
Maria Di Natale, AIA, Principle, Port Washington, Long Island, NY, 1997-2008
LPA Architects, Associate Partner, Sayville, Long Island, NY 2009-present

Licenses/Registration:

New York State #022977 - 1992

Selected Publications and Recent Research:

Creation In Space, 1987
Hammer Magazine, 2005
Queens Borough Magazine, 2005
Hawaii International Conference on Arts and Humanities, 2006

Professional Memberships:

The American Institute of Architects
NYIT Alumni Association
New York Society of Architects

Name: Anthony J. Di Santo, AIA

Courses Taught:

ARCH 423 Project Integration

ARCH 481 Professional Practice

Educational Credentials:

B.Arts Columbia University, 1955

M.Arch Columbia University, 1958

Teaching Experience:

New York School of Interior Design, 1972

Professor, New York Institute of Technology, 1966 - Present

Professional Experience:

Di Santo Associates, since 1966

Licenses/Registration:

New York State #008462 – 1962

NCARB #11041, Certification #7845

Selected Publications and Recent Research:

Varying projects from Commercial to Residential since initiating practice in 1966; commercial, residential, hospitality, governmental, banking, TV media and advertising.

Professional Memberships:

The American Institute of Architects

NY State Society of Architects

American Association of University Professors

Name: Matthew J. Dockery, RA

Courses Taught:

AAID 240 Visualization II
ARCH 340 Visualization III
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII

Educational Credentials:

B. A. Boston College, 1992
M.ARCH. Syracuse University, 1998

Teaching Experience:

Graduate Teaching Assistant, Syracuse University, 1996-1998
Associate Professor, New York Institute of Technology, 2002-present

Professional Experience:

Designer, Michael Graves & Associates, Princeton and New York, 1998-2002
Principal, NBO4 Architecture PLLC, 2007-present

Licenses/Registration:

New York State #029510 - 2003

Selected Publications and Recent Research:

Manhattan Is the Monument (City Journal, September 2002)
In Defense of Delerium: Private vs. Public Sector in Lower Manhattan (Metropolis Magazine, March 2003)
Breaking Ground: Landscape Urbanism and New Directions in Design Education (Tongji University Press, 2005)
Terra Infirma: Remediation by Design (Design Ethos Now, ACSA Proceedings, 2006)
Down & Out (Townhouse Renovation, Brooklyn, NY, 2008-present)
FAR Enough? (A NYC Zoning Assessment, 2009-present)

Professional Memberships:

NA

Name: Sergio Duran

Courses Taught:

AAID 101 Design Fundamentals I
ARCH 301 Architectural Design III

Educational Credentials:

B.Arch, Southern California Institute of Architecture, 1984
M.Arch, University of Tokyo School of Architecture, 1989

Teaching Experience:

Adjunct Faculty, New Jersey Institute of Technology, 1996 – present
Adjunct Faculty, Rutgers University, 2001 – present
Adjunct Faculty, Parsons, 2003 – present
Adjunct Instructor, New York Institute of Technology, 2008 - present

Professional Experience:

S+D Studio, Principal, New York, New York, 2000 - present

Licenses/Registration:

NA

Selected Publications and Recent Research:

New York Institute of Technology lecture Series “Embassy Manifestos”, 1999
ACSA International Conference HAVANA, CUBA, 2002
ACSA National Conference Miami, Florida, 2004
International Faculty Panel on BIM in Academia, 2005
Building Simulation Workshop, 2005

Professional Memberships:

NA

Name: Sean Christopher Erickson

Courses Taught:

ARCH 402 Architectural Design VI

Educational Credentials:

Master of Architecture, Columbia University, 2007

Bachelor of Science in Architectural Design, Clemson University, 2002

Teaching Experience:

Instructor, Columbia University, 2005 - 2007

Adjunct Instructor, New York Institute of Technology 2009

Professional Experience:

HOK 2007 - Present

Hillier Architecture, 2001 - 2004

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships

NA

Name: Janet Rose Fink, AIA, LEED AP

Courses Taught:

ARCH 291 Special Studies in Architecture (Glass Architecture)
ARCH 301 Architectural Design III
ARCH 302 Architectural Design IV
ARCH 401 Architectural Design V
ARCH 402 Architectural Design VI

Educational Credentials:

B.A., University of California, Berkeley, 1983
M.Arch., Columbia University, 1988

Teaching Experience:

Assistant Professor, University of Michigan, 1997-1998
Associate Professor, New York Institute of Technology, NY, 2000-present

Professional Experience:

Project Architect, James Carpenter Design Associates, 1988-1992 & 1994-1997
Partner, Al-Sayed Fink Architects, 1991-1997
Partner, Fink & Platt Architects LLC, 1998-present

Licenses/Registration:

New York State #024460 - 1994

Selected Publications and Recent Research:

"Vertical/Horizontal", Dimensions, College of Architecture and Urban Planning Publications, University of Michigan, Vol. 12, 1998.
"Kunst-Zimmer", Dimensions, College of Architecture and Urban Planning Publications, University of Michigan, Vol. 13, 1999.
Jacobs, Karrie. "Labor of Love", Dwell, Pixie Communications, San Francisco, Vol. 1, October 2000.
Ponce de Leon, Monica. Fellowships in Architecture, ORO Editions, San Francisco, 2009.

Professional Memberships:

The American Institute of Architects

Name: Erica Fischer

Courses Taught:

ARCH 312 Reinforced Concrete Design

Educational Credentials:

B.S. Civil and Environmental Engineering, Cornell University, 2007

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2009

Professional Experience:

Engineer, DeSimone Consulting Engineers, 2007–2009

Intern, Parsons Brinckerhoff, 2006–2007

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

Structural Engineers Association of New York

Name: James Karl Fischer, AIA, RIBA, Ph. D.

Courses Taught:

ARCH 272 Environmental Site Planning
ARCH 301 Design III

Educational Credentials:

Ph. D., Architectural History/Ethics, Architectural Association, 2005
Master of Arts, Architectural Association, 1997
Master of Architecture, Rensselaer Polytechnic Institute, 1990
Bachelor of Architecture, Cornell University, 1999
Bachelor of Arts, Wesleyan University, 1987

Teaching Experience:

Instructor, New York Institute of Technology, 2009
Lecturer, New York foundation of Architecture, 2007
Associate Professor, City College of New York, 2005

Professional Experience:

City of New York Parks and Recreation, 2007 – Present
James Karl Fischer, Architects, 2003 - Present
L'Observatoire Lighting 1998 – 2000
Di Nisco Design Partnership Limited, 1994 – 1996
Culpen and Woods Architects, 1992 – 1994
Lepore and Monteverde Architects, 1990 - 1991

Licenses/Registration:

New York State #026941 - 1998

Selected Publications and Recent Research:

Advertising, Ethics, and the Professions, Vassar College, 2007
Marketing Modern Architecture, Society of Architectural Historians, 2007
Animal Welfare and Architecture, American Zoo and Aquarium Association, 2005

Professional Memberships:

The American Institute of Architects

Name: Lars Fischer

Courses Taught:

AAID 101 Design Fundamentals I

AAID 102 Design Fundamentals II

AAID 140 Visualization I

AAID 240 Visualization II

"Bicycle World" -- Netherlands Summer Studio (2010) Co-Directed with Nader Vossoughian

Educational Credentials:

M.Arch., Architecture, Illinois Institute of Technology, 1998

B.S., Mechanical Engineering, Case Western Reserve University, 1994

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2005 – present

First Year Co-coordinator, New York Institute of Technology, 2007- present

Adjunct Assistant Professor, RPI Architecture Rensselaer, 2008

Professional Experience:

Intern, Werkstatt für Architektur, Design und Kommunikation, Berlin, Germany, 1995

Intern, O. Univ. Prof. Architekt Dipl. Ing. Hans Puchhammer, Vienna, Austria, 1996

Intern, Bothe Richter Teherani Architekten BDA, Hamburg, Germany, 1997

Architectural Designer, Architectural Studio Daniel Libeskind, Berlin, Germany, 1998
-1999

Project Leader/Architectural Designer, Freyer Collaborative Architects, NY, NY, 2000
-2001

Project Leader/Architectural Designer, Marble Fairbanks Architects, NY, NY, 2001

Project Leader/Architectural Designer, Leslie Gill Architect, NY, NY, 2002 – 2005

Co-founder, common room, 2006 – present

Licenses/Registration:

Germany

Selected Publications and Recent Research:

Plausible Forms of Sociality (An Architektur, 14, March 2005)

Plausible Forms of Sociality – part 2 (An Architektur, 18, 2007)

Professional Memberships:

NA

Name: Shmuel Flaum, Associate AIA

Courses Taught:

AAID 140 Visualization I

AAID 160 Introduction to History, Theory and Criticism in Architecture

AAID 240 Visualization II

Educational Credentials:

M.S. in Energy Management, New York Institute of Technology, Expected January 2011

B. Arch, New York Institute of Technology, May 2007

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, January 2009 - Present

Professional Experience:

Assistant Project Manager, FRG Architects, Great Neck, New York 2004-2008

President, S.F. Design & Consulting Inc., Far Rockaway, New York 2009-Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

The American Institute of Architects, Associate Member

Name: Ernesto Fong, RA

Courses Taught:

AAID 240 Visualization II

ARCH 340 Visualization III

Educational Credentials:

B.S. in Architecture, City College, New York, NY 1984

B.Arch, City College, New York, NY, 1985

MFA, Exhibition Design, Fashion Institute of Technology, New York, NY, 2007

Teaching Experience:

Adjunct Instructor, Fashion Institute of Technology New York, NY, 2002-2005

Instructor, Berkeley College, Paramus, NJ, 2008-present

Adjunct Instructor, New York Institute of Technology, 2008-present

Part Time, Pre-College Program and Continuing Ed, Fashion Institute of Technology,
New York, NY, 2008 - Present

Professional Experience:

3D Designer - Internship Impact Unlimited Dayton, NJ, 2007

Architect, SLCE Architects New York, NY, 2005-2006

Architect / Associate, Frank Williams and Partners Architects New York, NY. 1997-
2004

Licenses/Registration:

New York State #020345 - 1989

Selected Publications and Recent Research:

NA

Professional Memberships:

IDEC Interior Design Educators Council

Name: Glenn Forley

Courses Taught:

AAID 160 Introduction to History, Theory and Criticism in Architecture
ARCH 162 Survey History of Architecture II

Educational Credentials:

Undergraduate Program, Institute for Architecture and Urban Studies, NY, 1982-83
B.A., Brown University, Providence, RI, 1983
M. Arch., Harvard University Graduate School of Design, Cambridge, MA, 1990

Teaching Experience:

Visiting Assistant Professor, Iowa State University, Ames, IA, 1990-1991
Instructor, Southern California Institute of Architecture, Los Angeles, 1996
Visiting Studio Instructor, Rhode Island School of Design, Providence, RI, 1999
Adjunct Instructor, Parsons the New School for Design, New York, 2005-
Adjunct Assistant Professor, Vassar College, Poughkeepsie, NY, 2005-2007
Adjunct Instructor, New York Institute of Technology, New York, 2007- present

Professional Experience:

Hardy Holzman Pfeiffer, New York, 1983-1984
Siris Coombs Architects, New York, 1986
Boris Baranovich Architects, New York, 1992

Licenses/Registration:

NA

Selected Publications and Recent Research:

- ** "The Democratic Monument in America," "Theoretical Practice," Summer Symposium, Pratt School of Architecture, Brooklyn, NY, 2005
- * "The Timeline as Mnemotechnology: Joseph Priestley's Charts of Biography and History," "Memory, 1500-1800," Early Modern Center Winter Conference, UC Santa Barbara, Santa Barbara, CA, 2005
- "Mapping Stone: Gutzon Borglum and the Construction of Mount Rushmore," *scapes* number 5, 2006
- * "Advertising Gentility: housework and fashion in women's magazines, 1910-1960," in Richard Guy Wilson, Shaun Eyring, Kenny Marotta, eds., *Re-creating the American Past: Essays on the Colonial Revival*, Charlottesville: University of Virginia Press, 2006.
- ** "The Hudson Fulton Celebration and the Emergence of the Democratic Monument," "Ritual Spaces and Places: Memory and Commemoration in 19th-Century America," Salve Regina University, Newport, RI, 2006
- * "Tailoring Form: a brief look at the anonymous history of the template," *scapes*, number 7, 2008
- ** "Dyn-O-Mite Fiends: The Weather Underground at Chicago's Haymarket," *JAE* 61:3, 2008
- * "Tailoring Form: a brief look at the anonymous history of the template," Donghia Gallery, Parsons The New School for Design, New York, 2008
- ** "Highway Beautiful: the 1965 Selma to Montgomery Voting Rights March," *Critical Productive*, forthcoming
- * with Natalie Fizer ** with Richard M. Sommer

Professional Memberships:

NA

Name: Jonathan B. Friedman, RA, NCARB

Courses Taught:

AAID 101 Design Fundamentals I
ARCH 301 Architectural Design III
ARCH 302 Architectural Design IV
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII

Educational Credentials:

B.A. Princeton University, 1967
Dipl. Arch. Cambridge University, England, 1968
M.Arch. Princeton University, 1970

Teaching Experience:

Associate Professor, University of Kentucky, 1974-1983
Visiting Professor, New Jersey Institute of Technology, 1981-1983
Professor, New York Institute of Technology, 1984-present
Dean, School of Architecture and Design, New York Institute of Technology, 1992-2000
Visiting Team Member for NAAB, 2007-2011

Professional Experience:

Summer Intern, Mayor Lindsay, New York City; 1968
Architectural Designer, Richard Meier and Associates, New York City, 1969-1970
Job Captain, Richard W. Painter, Landscape Designer, Lake Oswego, Oregon; 1972
Job Captain, Kimura Garfinkel Architects, Palo Alto, CA, 1973
Principal, Amatzuzzo Roccanova Friedman, Lexington, KY, 1977-1981
Principal, Jonathan Friedman, Architect, 1980 to present
Senior Consultant for Planning, Nassau County, New York 2003

Licenses/Registration:

Kentucky #1925 - 1977
NCARB Certificate #21727

Selected Publications and Recent Research:

Digital 4D Model, *Evolution of a Campus: 250 Years of Princeton University*, 1995
Creation in Space, Volume 2: Dynamics, Kendall-Hunt, Dubuque, Iowa, 1999
Creation in Space, Volume 1: Architectonics, 2nd Edition, Kendall-Hunt, Dubuque, Iowa, 2000
Envisioning Next Week in Plan and Section, 4th Int'l Conference, Honolulu, Hawaii, 2006
Lecture, *Math + Art*, Hudson River Museum, Yonkers, NY, 2008
MacDowell Fellow, Peterborough, NH, 2009
Exhibition, *Idea About Synagogue*, Center Space Gallery, New York Institute of Technology, 2010

Professional Memberships:

NCARB
ACSA

Name: Gabriel Fuentes, Associate AIA

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
AAID 140 Visualization I
ARCH 201 Architectural Design I
ARCH 202 Architectural Design II

Educational Credentials:

B.Des., Florida International University, 2002
M.Arch., Florida International University, 2005
M.S. Arch. + Urban Design, Columbia University GSAPP, 2010 (anticipated)

Teaching Experience:

Adjunct Professor, Florida International University, 2005-2008
Adjunct Professor, Miami-Dade College, 2007-2008
Adjunct Professor, New Jersey Institute of Technology, 2008-2009
Adjunct Instructor, New York Institute of Technology, 2008-Present

Professional Experience:

Sousa Architecture P.A., Miami, FL, 2002-2003
Intern, Gresham, Smith, and Partners, Ft. Lauderdale, FL, 2002-2004
Project Designer, Zyscovich, Inc., Miami, FL, 2004-2008
Project Manager + Designer, Constantine Karalis Architect, Brooklyn, NY, 2008-2009

Licenses/Registration:

NA

Select Publications and Recent Research

NA

Professional Memberships:

The American Institute of Architects, Associate Member

Name: Glenn Fulk, RA

Courses Taught:

ARCH 501 Architectural Design VII

ARCH 502 Architectural Design VIII

Educational Credentials:

Bachelor of Science in Architecture, University of Virginia, 1995

Master of Architecture, Columbia University, 2001

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2008 - 2009

Professional Experience:

Cunningham + Quill Architects, 1997 - 1998

Arnell Group Architects, 2002 – 2003

ROY Architects, 2003 – 2004

Rockwell Group, 2004 – 2005

CODA + U Architects, 2005 – Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Aaron Gabriel, Associate AIA

Courses Taught:

AAID 140 Visualization I
ARCH 340 Visualization III
ARCH 401 Architectural Design V

Educational Credentials:

B.Arch., University of Florida, 1997
M.Arch., Columbia University, 2003

Teaching Experience:

Graduate Teaching Assistant, Columbia University, New York, 2002-2003
Assistant Professor/ Assistant Director, University of Arkansas, Fayetteville, Arkansas,
2006-2009
Adjunct Instructor, New York Institute of Technology, 2009

Professional Experience:

Project designer and project consultant to MTA, NY 1997-2003
Designer, Project Designer, Assistant Director, University of Arkansas, Fayetteville,
Arkansas, 2006-2009

Licenses/Registration:

NA

Selected Publications and Recent Research:

Katie Gerfen, "56th Annual P/A Awards", *Architect*
Riparian Meadows, Mounds, and Rooms- A Greenway for Warren, Arkansas (51 pp
Color) Spring, 2004
Morrilton, Arkansas- Developing a Highway Ecology (51 pp Color) Spring, 2004
Veranda Urbanism- Good Shepherd Ecumenical Retirement Community (57 pp Color)
July, 2004
Clearings, Clusters, and Cloisters- A Garden of Trees for Two Rivers Park (67 pp Color)
Spring, 2005
Shopping (analysis) (240 pp Color) Spring, 2005
Finding the Social in Big Box Retail (140 pp Color) Spring, 2005
Campus Hydroscares Watershed as a planning platform for Campus Improvements in
the University of Arkansas Athletic Valley (117 pp Color) Fall, 2005
Porches (analysis) (77 pp B&W) Fall, 2005
Habitat Trails- Habitat for Humanity: From Infill House to Green Neighborhood Design (55
pp Color) Fall, 2005
Planning Primer TOD Lifestyles and Ecologies (96 pp B&W+ DVD) Spring, 2006
Monticello, Arkansas and the 5 Fabrics of Every American Town (243 pp Color) Fall,
2006
NWA Rail- Visioning Rail Transit in Northwest Arkansas: Lifestyles and Ecologies (164 pp
Color) Spring, 2007 copyright UACDC ISBN 978-0-9799706-0-3
Fabrics (analysis) (164 pp B&W) Spring, 2008
"AIA Honor Awards 2008", *Architectural Creations*, Vol 2, 2009, Damascus, Syria, pp 96-
119, 148-149, 158-159.
"Unbuilt Architecture Awards", *Architecture Boston 2008: The Year in Review*, Boston:
The Boston Society of Architects, 2008, forthcoming.
Laura Keech, "Arkansas AIA Design Awards", The Design Book 2008, supplement to *At
Home in Arkansas Magazine*.
Porchscapes-Between Neighborhood Watershed and Home (83 pp Color) Fall, from
pattern to place (analysis) (63 pp Color) Fall, 2009

Professional Memberships:

The American Institute of Architects, Associate Member

Name: Joseph Gabriel, AIA

Courses Taught:

ARCH 481 Professional Practice

Educational Credentials:

BS New York Institute of Technology, 1978

Teaching Experience:

Adjunct Professor, NYU, 1993-present

Adjunct Assistant Professor, New York Institute of Technology, 1997-present

Lecturer, Trade Union Educational Facility Local 3, New York, 2000-present

Professional Experience:

Staff Architect New York Stock Exchange 1984-2005

Principal Gabriel & Katsarelis Architects 2005 – present

Licenses/Registration:

New York State #16388 – 1983

New Jersey #21A100898800 – 1985

Selected Publications and Recent Research:

NA

Professional Memberships:

The American Institute of Architects

Name: Joseph T. Gallinaro, LEED AP

Courses Taught:

AAID 101 Design Fundamentals I
ARCH 201 Architectural Design I
ARCH 202 Architectural Design II

Educational Credentials:

B.A., Villanova University, 2001
B.Arch., New York Institute of Technology, 2006

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, New York, 2009-present

Professional Experience:

Junior Architect/ 3D Rendering/ Animator, Core Group Architects, New York, 2004-2005
Assistant Project Manager, EW Howell, New York, 2004-2005
Project Designer / Manager, Bentel & Bentel Architects, New York, 2005-present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Elie Gamburg RA

Courses Taught:

ARCH 201 Architectural Design I
ARCH 202 Architectural Design II

Educational Credentials:

B.Arch., Cornell University, 2002
Dean's List
Cornell finalist, SOM Prize
Cornell-In-Rome Program, Cornell University, 2000
M. Arch II, Harvard University, 2008
graduated w/ distinction
Kevin v. Kieran Prize, Highest Level of Academic Achievement

Teaching Experience:

Head Wood-Shop Assistant, *Cornell*, 2000-2002
Assistant Instructor, *Cornell Summer College*, 2002
Adjunct Instructor, *NYIT*, 2004-2006 + 2008 - present

Professional Experience:

Junior Designer, *Gene Kaufman Architects*, NYC, NY. 2002
Junior Designer, *Freyer Collaborative Architects*, NYC, NY. 2003
Principal. *EGR*. 2002-2006.
Intermediate Designer, *Kohn Pedersen Fox*, NYC, NY. 2004-2006
Senior Designer, *Kohn Pedersen Fox*, NYC, NY. 2008-present

Licenses/Registration:

NCARB Certificate #105165
USGBC LEED Certified

Selected Publications and Recent Research:

Skyscraper for the XXI Century. Evolo Publishing, 2008.
GSD 08 Platform: A year of Research. Actar, 2008.
“*Adaptive Prototypes – Steven Holl’s Vanke Center and Formal Adaptability*” Evolo Journal. (Issue 1, Fall 2009)
“*Pixilated Tectonics – Unitized Aggregation Techniques and Formal Organization in MVRDV’s Rodovere Sky Village and Herzog & de Meuron’s Le Project Triangle*” Evolo Journal. (Issue 2, Winter 2010).

Professional Memberships:

NA

Name: Farzana Gandhi, LEED AP

Courses Taught:

ARCH 100 Exploring Architecture in Manhattan
AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
AAID 240 Visualization II
ARCH 301 Architectural Design III
ARCH 302 Architectural Design IV
ARCH 340 Visualization III

Educational Credentials:

B.A. in Architecture, University of Pennsylvania, 2001
B.A. in Spanish, University of Pennsylvania, 2001
M.Arch with Distinction, Harvard University Graduate School of Design, 2006

Teaching Experience:

Seminar Instructor, Boston Architectural Center, Boston, MA 2003
Teaching Assistant, Harvard Graduate School of Design, Cambridge, MA 2003 - 2005
Studio Instructor, Career Discovery Program at Harvard, Cambridge, MA 2005
Adjunct Assistant Professor, New York Institute of Technology, New York, NY 2007-present

Professional Experience:

Designer, Jonathan Levi Architects, Boston, MA 2004-2005
Project Manager, Wendy Evans Joseph Architecture, New York, NY 2006-2008
Principal, FG Design Studio, New York, NY 2008-present

Licenses/Registration:

LEED Accredited Professional, USGBC

Selected Publications and Recent Research:

"Experiment 1: Yonsei ArtCon Art & Convention," *Concept International Magazine* (2005)
"Designers Rethink Cityscape – One Scaffold at a Time," *AIA e-Oculus* (2007)
National Design Week: [Spot] Installation, *Design Philadelphia* (2008)
"Young Designers Emerge from Woodwork," *AIA e-Oculus* (2008)
Video Interview, *Urban Omnibus online publication*, (2009)

Professional Memberships:

The Architectural League of NY (Design in 5, Committee Chair + Founder)
The Architectural League of NY (Off-Site Program Committee)

Name: William Gati, AIA

Courses Taught:

AAID 102 Design Fundamentals II

ARCH 474 Real Estate Fundamentals and Development

Educational Credentials:

B.Arch., City College of New York, 1982

M.U.D., City College of New York, 1984

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2009-present

Professional Experience:

Principal, Architecture Studio 1988 - Present

Licenses/Registration:

New York State #018915 - 1987

New Jersey # 21AI01325500 - 1995

Connecticut

Selected Publications and Recent Research:

Creations in Space, Friedman, Contributing Photographer

Professional Memberships:

The American Institute of Architects

Name: Robert Gerardi, AIA

Courses Taught:

ARCH 221 Building Construction I

ARCH 473 Construction Management Contracts

Educational Credentials:

B.Arch., New York Institute of Technology, 1989

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2009 - present

Professional Experience:

Staff Architect, Howell Belanger Castelli 1994-1996

Staff Architect, Ehasz Giacalone Architects 1996 – 1998

Staff Architect, The Schunkewitz Partnership 1998 – 1999

Staff Architect, H2M Group 1999 – 2000

Associate, Skidmore Owings Merrill 2000 – 2009

Coordinator, J Kokolakis Contracting 2009 - Present

Licenses/Registration:

New York State #028330-1 – 2001

USGBC - 2009

Selected Publications and Memberships:

NA

Professional Memberships:

The American Institute of Architects

Name: Owen Gerst

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals I
AAID 140 Visualization I

Educational Credentials:

Bachelor of Economics, Duke University, 1996
Master of Architecture, Sci Arc, 2006

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2008 - 2009

Professional Experience:

Architectonics, 2006 - 2007
Skidmore, Owings, and Merrill, 2007

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Richard Ryan Gilbert

Courses Taught:

ARCH 312 Reinforced Concrete Design

Educational Credentials:

Bachelor of Architectural Engineering, Pennsylvania State University, 2007

Master of Architectural Engineering, Pennsylvania State University, 2007

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2010

Professional Experience:

Wiss, Janney, Elstner Associates, Architectural Engineering Intern, 2005

Timothy Haahs and Associates, Inc., Structural Engineering Intern, 2006

Buro Happold, Structural Engineer, 2007 - Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships

Structural Engineers of America – New York

Name: Eckart Graeve, RA

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
ARCH 201 Architectural Design I

Educational Credentials:

Dipl. Ing. Architecture and Urban Planning, University of Technology, Darmstadt,
Germany 1999

Teaching Experience:

ACE Program Mentor, Washington DC 2001
Teaching Assistant, Dept. of City Planning, TU Darmstadt 2006-2008
Adjunct Assistant Professor, New York Institute of Technology, 2009 - present

Professional Experience:

Project Designer, HNTB, Washington DC, 2000-2001
Project Architect, KCAP, Rotterdam, The Netherlands 2002-2003
Project Manager, Work AC, New York 2004-2007
Project Architect, Nomad Architecture, New York 2007-2008

Licenses/Registration:

New York State #032919 - 2008
The Netherlands
Germany #16186 – 2001
LEED AP - 11/2008

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Jan Greben

Courses Taught:

ARCH 201 Architectural Design I

ARCH 202 Architectural Design II

ARCH 291 Special Studies in Architecture – The Architecture of Eileen Gray

Educational Credentials:

B.Arch., University of Toronto, 1989

Master of Science in Advanced Architectural Design, Columbia University, 1997

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2004-2005

Adjunct Instructor, New York Institute of Technology, 2008-present

Professional Experience:

Designer-Project Architect, Aldo Rossi Studio di Architettura, New York, NY, 1989-1993

Designer, Smith-Miller + Hawkinson Architects, New York, NY, 1993

Project Architect, Francois de Menil Architect, New York, NY, 1993-1996

Project Architect, Keenen/Riley, New York, NY, 1997-2002

Project Architect, Jan Greben Architecture, New York, NY, 2002-present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Book reviews for Docomomo US Newsletter: Luigi Moretti: Works and Writings,
Winter 2002

Eero Saarinen: An Architecture of Multiplicity, Winter 2003

Charlotte Perriand: An Art of Living, Summer 2004

Professional Memberships:

NA

Name: Percy Charles Griffin, AIA, NCARB

Courses Taught:

ARCH 202 Architectural Design II
ARCH 423 Project Integration
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII

Educational Credentials:

Bachelor of Science in Architecture, the City College of New York/CUNY
Bachelor of Architecture, the City College of New York/CUNY
Masters in Urban Planning, the City College of New York/CUNY

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 1976 - 1980
Assistant Professor, New York Institute of Technology, 1980 – 1985
Associate Professor, New York Institute of Technology, 1985 - 1995
Professor, New York Institute of Technology, 1995 – present
Speaking Engagements local Public Schools
Presently involved in the restructuring of NOMA (NYIT Student Chapter)

Professional Experience:

Phillip Johnson Architects 1967 – 1972
Griffin Architect & Planner PC 1972 – present
Engaging Community Groups and Local Community Boards
Community Liaison/Community Outreach

Licenses/Registration:

New York State #012389 - 1973
New Jersey #17376 - 2004
Connecticut #2729 - 1973
NCARB Registration #13685

Selected Publications and Recent Research:

Oculus
Metropolis
Local Newspapers
Community News Letters

Professional Memberships:

The American Institute of Architects
NCARB
Smithsonian Institute

Name: Aviad Guter, LEED, AP

Courses Taught:

ARCH 211 Statics and Strength of Materials
ARCH 311 Structural Steel Design

Educational Credentials:

B.S. Civil Engineering, The Ohio State University, Columbus, OH, 2005
M.Eng., Cornell University, Ithaca, NY, 2006

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2009

Professional Experience:

Project Engineer, DeSimone Consulting Engineers, New York, NY, 2006-Present

Licenses/Registration:

E.I.T.
ICC Reinforced Concrete Special Inspector Associate
ICC Concrete Placement Inspector , Reinforced Concrete Inspector – New Jersey
LEED, AP

Selected Publications and Recent Research:

NA

Professional Memberships:

SEAoNY
ACI
ASCE

Name: Abraham Gutman, PE, FASCE

Courses Taught:

ARCH 311 Structural Steel Design
ARCH 312 Reinforced Concrete Design

Educational Credentials:

B.S., Civil Engineering, City College of New York, 1966
M.S. Civil Engineering, City College of New York, 1969
Ph.D. Program in Structural Mechanics, New York University, 1969

Teaching Experience:

Adjunct Associate Professor, New York Institute of Technology, 1990 – present
Guest Lecturer, Nassau Community College, NY
Guest Lecturer, Manhattan College, NY
Guest Lecturer, Pratt Institute, NY
Guest Lecturer, USMA, West Point

Professional Experience:

Senior Vice President & Principal, Thornton Tomesetti Group, 1969 – present

Licenses/Registration:

Registered Professional Engineer – New York, New Jersey, Pennsylvania, Maryland, Florida and Connecticut

Selected Publications and Recent Research:

“High Performance Concrete Slabs and Grade” at the Concrete Industry Board, September 2000
“The Dimensions of Parking”, 2000, National Parking Association, Chapter 6 – “Intermodal Aspects”, Chapter 13 – “Mechanical Ventilation and Drainage Systems”, Chapter 16 – “Security”, and Chapter 9 – “Surface Lot Functional Design”
“Surface Parking Development and Design” Lorman Seminar, June 2009

Professional Memberships:

American Institute of Steel Construction
American Society of Civil Engineers (Fellow)
Concrete Industry Board of New York
American Welding Society
US/Russia Committee on Building Design and Construction Management
Council on Tall Buildings and Urban Habitat
American Concrete Institute
Society of American Military Engineers
National Parking Association
Airport Consultants Council
Wings Club
Parking Consultants Council
Institutional & Municipal Parking Congress
New York Society of Municipal Engineers

Name: Anthony Harrington, RA, LEED AP

Courses Taught:

AAID 140 Visualization I
AAID 102 Design Fundamentals II
ARCH 302 Architectural Design IV
ARCH 401 Architectural Design V

Educational Credentials:

B.S. Arch., University of Michigan, 2000
M. Arch., Rice University, 2005

Teaching Experience:

Assistant Instructor, Summer Discovery - Architecture, Houston, TX, 2004
Instructor, Wonderworks - Architecture, Houston, TX, 2005
Instructor, Bronx High School for the Visual Arts / CUP, Bronx, NY, 2008
Adjunct Assistant Professor, New York Institute of Technology, 2009-present

Professional Experience:

Intern, DeStefano + Partners, Chicago, IL 2000-2002
Intern, Grunsfeld Shafer Architects, Chicago, IL 2002
Designer, Collins Architects, Houston, TX 2003-2005
Project Manager, Ryall Porter Sheridan Architects, New York, NY 2005-2009
Partner, pHdesign, Brooklyn, NY 2009-present

Licenses/Registration:

New York State #032558 - 2008
Texas #20401 - 2008
Illinois #001.020983 - 2009

Selected Publications and Recent Research:

Office Tower Infestation, 306090-08 Autonomous Urbanism, p.35-38 (PA Press, 2005).
House in the Hills, 306090 Books Volume 12 - Dimension, p.165-171 (PA Press, 2008).

Professional Memberships:

United States Green Building Council

Name: Andrew Heid

Courses Taught:

AAID 160 Introduction to History, Theory and Criticism in Architecture
ARCH 401 Architectural Design V
ARCH 502 Architectural Design VIII

Educational Credentials:

B.A., Yale University, 2002
M. Arch., Princeton University, 2006

Teaching Experience:

Assistant Instructor, Princeton University, Princeton, NJ, 2006
Adjunct Instructor, New York Institute of Technology, 2009-present

Professional Experience:

Intern, Balmori Associates, New Haven, CT 2001-2002
Junior Architect, Adjaye/ Associates, London, UK 2002
Junior Architect, Robert A.M. Stern Architects, New York, NY 2002-2003
Project Architect, Architecture In/formation, New York, NY 2004
Designer and Editor, Eisenman Architects, New York, NY 2005-2006
Project Architect, REX, New York, NY 2006-2008
Architect, Office for Metropolitan Architecture, New York, NY and Rotterdam, NL 2005, 2008
Partner, NOA, New York, NY 2008-present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Union Internationale des Architectes JIA award: Berlin, Germany; ideas competition, entry: "this is not a park; adding 250 acres of wilderness"; spring 2002
Designing the Highline Wildflower Award: New York, NY; ideas competition, entry: "this is not a park; fabricating a contemporary wilderness for the contemporary metropolis" spring 2003
Museum of Modern Art, Tall Buildings Exhibition: New York, NY; World Trade Center structure drawing, with Guy Nordenson; summer 2004
Venice Biennale, Idea Store: Venice, Italy; Adjaye/Associates; fall 2004
"Grounded, an Abbreviated History": New York, NY, published in Pidgin 2 summer 2006
Architecture Biennial Beijing: Beijing, China; exhibition of M.Arch Thesis; fall 2006
What Matters International Design Symposium: Otis College of Art and Design, Los Angeles, CA; joint lecture with R.E. Somol; March 2007

Professional Memberships:

NA

Name: Tobias Holler, AIA, LEED AP

Courses Taught:

ARCH 221 Building Construction I
ARCH 222 Building Construction II
ARCH 324 Environmental Systems I
ARCH 325 Environmental Systems II

Educational Credentials:

Dipl.-Ing., Karlsruhe University of Applied Sciences, Germany, 2000
M.Arch., Pratt Institute School of Architecture, Brooklyn NY, 2003

Teaching Experience:

Teaching Assistant, Pratt Institute School of Architecture, Brooklyn NY, 2003
Adjunct Professor, New York School of Interior Design, New York NY, 2008-2009
Assistant Professor, New York Institute of Technology, 2009-present

Professional Experience:

Junior Architect, Hans Stadler Architekt, Karlsruhe, Germany, 2000-2001
Urban Researcher, MVRDV Architecten, Rotterdam, Netherlands, 2002
Senior Associate, Cook+Fox Architects, New York NY, 2003-2009
Principal, RAFT Studio, Brooklyn NY, 2009-present

Licenses/Registration:

New York State #032195 – 2008
Germany #015101 - 2010

Selected Publications and Recent Research:

Graduate Thesis Publication, 'Strategic Opportunism', InProcess 10, Pratt School of Architecture, Brooklyn NY 2004
Paper Co-Author and Presenter, 'The Generation of a Smart Cloud', ACADIA Conference, Minneapolis MN, 2008
Paper Co-Author, 'Biophilia and Biomimicry in Architecture', Healthy Buildings 2009 Conference, Syracuse NY 2009
NYIT ISRC 2010 Grants Program: Biomimicry in Practice: A regenerative approach to climate responsive architectural design

Professional Memberships:

The American Institute of Architects
Urban Green Council New York

Name: Mishi Hosono, AIA

Courses Taught:

ARCH 401 Architectural Design V

Educational Credentials:

Bachelor of Arts in Biology, University of Pennsylvania, Philadelphia, 1989

E. Lewis Dales Fellowship, University of Pennsylvania, Monselice, Italy, 1994

M. Arch, University of Pennsylvania, Philadelphia, 1995

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2009

Professional Experience:

Atelier Mobile, Team Zoo, Tokyo, Japan, 1989

Edward Suzuki Associates, Tokyo, Japan, 1990

Architekt Mag. Joerg Nairz, Vienna, Austria, 1993

Richard Bloch Architect, NY, 1995-1996

Peter Marino Architect, Project Designer, NY, 1996-1997

Tsao & McKown Architects, Project Architect, NY, 1997-1999

Koko Architecture + Design, Principal, NY 1999 – present

Licenses/Registration:

New York State # 028259 - 2001

Selected Publications and Recent Research:

"Architecture Review", University of Pennsylvania, 1993-1995

"Patterns for Headstart", Early Childhood Facilities Funds, Exhibition and Publication, 1994

"Campidoglio Library", Paesaggio Urbano, Maggioli Editore, Italy, 1995

"Death and Dying" J.A.I.A. Exhibition, Tokyo, Japan, 1995

"A Japanese Shell-ethnic minimalism", Malatesta Boutique, Contract Design Magazine, July 2002

"Highline Competition", Honorable mention and selection for exhibition and publication, 2003

"New York New Housing" selected for exhibition and publication, 2003

"New York Next: Faces of the Future", Oculus, Spring, 2004

"NEXT: The Future Shaping Generation", 2004 exhibition, A.I.A New York, Center for Architecture

Professional Memberships:

American Institute of Architects

NCARB

Name: Faruque Hossain

Courses Taught:

ARCH 311 Structural Steel Design

Educational Credentials:

BS, University of Dhaka, 1989

MS, Shimane University, Japan, 1996

Ph.D., Hokkaido University, Japan, 2000

Post Doctorate (Civil Engineering), University of Sydney, Australia, 2000

Executive Education (Architecture), Harvard University, Massachusetts, 2007

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2008

Professional Experience:

Project Development and Management, Real Tech Properties, Ltd. Dhaka, 1990-1994

Independent Project Consultant, NY, 2000-2007

Senior Estimator/ Preconstruction Director Trainee, Skanska USA Building, Inc. NY, 2007

Director of Operations / Planning and Construction, NY, 2007 – present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Md. Faruque Hossain and Hiroshi Mukai (2000). Importance of Nutrients in development of *Phylospdx iwatensis*, Makino. *Benthos Research*. 55; 23-35

Professional Memberships:

New York Academy of Science

American Society of Civil Engineers

Association for the Advancement of Cost Engineering

Name: Jason Hwang

Courses Taught

AAID 101 Design Fundamentals I
AAID 140 Visualization I
ARCH 201 Architectural Design II
ARCH 402 Architectural Design VI
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII

Educational Credentials:

B.Arch., Pratt Institute, 1998

Dean's List

Pratt Circle Award

KASA student – elected president

Universidad de Politecnica Valencia, Spain – Certificate of Design

M. Arch II, Yale University, School of Architecture, 2000

Franklin W. Gregory Memorial Scholarship

Feldman Scholarship, nominee – Zaha Hadid Studio, 2000

Feldman Scholarship, nominee – Alan J. Plattus Studio, 1999

Feldman Scholarship, nominee – Tom Beeby Studio, 1998

Teaching Experience:

Teaching Assistant, Yale School of Architecture, 2008-2009

Adjunct Instructor, New York Institute of Technology, 2003-2009

Adjunct Assistant Professor, New York Institute of Technology, 2010

Professional Experience:

Designer, Charney Architects, 1998-2000

Project Architect, Robert Stern Architects, 2000-2003

Project Manager, Haverson Architecture and Design, 2003-2004

Senior Associate, Rosenblum Architects, 2004-2008

Principal, Jason Hwang Architecture Lab, 2008-present

Licenses/Registration:

NCARB certified

Selected Publications and Recent Research:

CAC HADID STUDIO YALE, *The Monacelli Press, Inc.*

The Wall Street Journal, “*Newest Architects Toss Away Their Squares*”, 2000

Retrospecta 1999, *Yale University*, 2000

Retrospecta 2000, *Yale University*, 2000

Professional Memberships:

NA

Name: Alina Isakadze

Courses Taught:

ARCH 201 Architectural Design I
ARCH 202 Architectural Design II

Educational Credentials:

Bachelor of Architecture, New York Institute of Technology, 2006
Master of Architecture, Syracuse University, 2007

Teaching Experience:

Adjunct Instructor, New York Institute of Technology 2008-2009

Professional Experience:

Tree House Design, 2003
Otruba-O'Connor Architects, 2003 -2004
Robert Labaw Architect, 2005 -2008
Baxt Ingui Architects, 2007-present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships

NA

Name: Elena Ivanova

Courses Taught:

AAID 140 Visualization I

Educational Credentials:

Bachelor of Fine Arts, IOGANSON School of Fine Arts, Russia, 1975

Master of Fine Arts, St. Petersburg Academy of Fine Arts, Russia, 1983

Teaching Experience:

Fine Arts Professor, Dagestan Art Institute, Russia - 1983-1989

Adjunct Instructor, New York Institute of Technology, 2008

Professional Experience:

Gandhi Engineering, P.C., NY, NY, 1993-1995

Freelance Designer and Creative Consultant, NY, NY, 1990-2001

Rand Engineering, P.C., NY, NY, 1998-2000

Gene Kaufman Architect, P.C., NY, NY 2000-2002

STV Silver & Ziskind, NY, NY, 2002-2003

ED Hakimian, Great Neck, NY, 2003

Lawless & Mangione, Yonkers, NY, 2004

Wank Adams Slavin Associates, NY, NY, 2005-2006

Superstructures, NY, NY, 2007-present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Teresa Jan, RA

Courses Taught:

ARCH 401 Architectural Design V

Educational Credentials:

B.Arch., University of California, Berkeley, 2000

M.Arch., Yale University, 2004

Teaching Experience:

Design Studio Faculty, Parsons the New School of Design, New York, 2007

Design Studio Faculty, National Chaio Tung University, Hsin Chu, Taiwan, 2008

Adjunct Assistant Professor, New York Institute of Technology, 2009

Professional Experience:

Intern, Patri-Merker Architects, San Francisco, 1997

Intern, Lee-Wei-Ming Architects, Taipei, Taiwan, 1999

Designer, Winder Architects, San Francisco, CA, 2000-2001

Project Architect, Kiss+Cathcart, Architects, New York, NY, 2004-2007

Architect, Robert A.M. Stern Architects, New York NY 2008-2009

Architect, Cycle Architecture, New York, NY 2009-present

Licenses/Registration:

California

Selected Publications and Recent Research:

"Affordable Luxury." Dwell. April 2003: Vol. 3 No. 4

"Next Wave". Year-end exhibition of student work. Yale Art+Architecture gallery. May 21st - July 20th, 2004.

"New York NOW Exhibition." Center of Architecture, New York. April, 2005

"Going Public 2: City Snapshot(s) and Case Studies of the Mayor's Design and Construction Excellence Initiative." AIA New York Chapter. Center of Architecture, Oct-Feb, 2006.

Professional Memberships:

NA

Name: Benjamin Johnson

Courses Taught:

AAID 101 Design Fundamentals I

AAID 102 Design Fundamentals II

ARCH 201 Architectural Design I

Educational Credentials:

B.Arch., University of Kansas, 2004

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2009

Professional Experience:

Summer Intern, Pavlecic Trudeau Architects, Chicago, IL , 2004

Intern Architect, HuntonBrady Architects, Orlando, FL, 2005-2006

Designer/Design Technology Lead, RMJM/Hillier, New York, NY, 2006-2009

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Beyhan Karahan, AIA, LEED AP

Courses Taught:

ARCH 221 Building Construction I
ARCH 302 Architectural Design III
ARCH 402 Architectural Design VI
ARCH 423 Project Integration

Educational Credentials:

Bachelor of Science in Mathematics, SUNY Stony Brook, NY and Middle East Technical University, Ankara Turkey. 1974
Master of Architecture, Columbia University GSAAP NYC 1977

Teaching Experience:

Adjunct Professor Columbia University Spring 1976
Adjunct Professor, Columbia U. GSAAP Summer School Summer '78, '79, '81, '83
Adjunct Professor, City College, CUNY Spring 1981
Adjunct Professor, New Jersey Institute of Technology 1982-1986
Professor, New York Institute of Technology 1986-Present

Professional Experience:

Intern, Roberto Einaudi Architetto, Rome Italy 1977
Intern/Project Manager, Edward Larrabee Barnes Architect 1977-1982
Founding Partner, Karahan/Schwartz Architecture Company NYC 1983-1997
Principal, Beyhan Karahan & Associates Architects 1997-Present

Licenses/Registration:

New York State #17027 - 1984
Connecticut #10136 - 2002
New Jersey #21A10590700 - 2002
LEED AP - 2006

Selected Publications and Recent Research:

Public-Urban/Challenges Possibilities NYC Department of design and Construction, La Guardia Community College 2002
Academic Library of the Future (Abstracts, Hawaii International Conference on Arts and Humanities.2004
Sustaining Stabiae, Reclamation and Preservation of the Cultural Identity of an Obscure Archeological Site(Manuscript ready for publication 2009).

Professional Memberships:

The American Institute of Architects
Society of Architectural Historians
US Green Building Council

Name: Erik Kath

Courses Taught:

ARCH 402 Architectural Design VI

Educational Credentials:

Bachelor of Economics, Duke University, 1996

Bachelor of Science in Architecture, Kent University, 2003

Bachelor of Architecture, Kent University, 2004

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2008

Professional Experience:

Tom Stauffer Architect, 2001

Hillier Architecture, 2001 - 2007

RMJM Architects, 2007 - Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

"Research, Invention, Collaboration" 2007 Almanac of Architecture and Design, Eight Edition; Greenway Communications, LLC; Atlanta, GA; 2006; p 26-31

Professional Memberships:

NA

Name: Malaika N. Kim, AIA, LEED AP

Courses Taught:

AAID 101 Design Fundamentals I
AAID 140 Visualization I
ARCH 302 Architectural Design IV

Educational Credentials:

B.Arch, University of Notre Dame, 1997
M. Arch, Post-Professional, Yale University 2004

Teaching Experience:

Adjunct Professor, Parsons School of Design, New York, NY, 2005-present
Visiting Professor, Virginia Tech Blacksburg, VA 2007
Adjunct Assistant Professor, New York Institute of Technology, 2009-present

Professional Experience:

Intern, Ferguson Shamamian Architects, New York 1997-2000
Project Manager, Robert A.M Stern Architects, New York 2000-2002
Architect, Cesar Pelli & Associates, New York, 2004
Associate, Sawyer/Berson Architecture & Landscape Architecture, New York 2004-2009
Principal, kim.wendell design llc, New York, 2009-present

Licenses/Registration:

New York State #029742 - 2003

Selected Publications and Recent Research:

100 Years of Architecture at Notre Dame (ed. Michael Lykoudis) 1998
Toward a Civil and Sustainable Environment Chicago/London Forum 2000
Robert A.M. Stern Buildings and Projects 1999-2003 (Peter Morris Dixon, Robert A.M. Stern Monticelli Press, NY 2003)
Retrospecta Yale School of Architecture 2003, 2004

Professional Memberships:

The American Institute of Architects
The Architectural League of New York

Name: Soo Kim

Courses Taught:

AAID 140 Visualization I

Educational Credentials:

Architectural Arts, College of Fine Arts, Hong Ik University, Seoul, Korea, 1964

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2006 - present

Professional Experience:

Soo Kim Associates, PC, Stamford, CT, 1978-1994

JAK, Architects, PC, Stamford, CT, 1995 – 1997

AHSC, Inc, Tarrytown, NY 1997-1999

Fletcher-Thompson Inc., Shelton, CT, 2000-2003

Interior Design Consulting, 2003-present

Establishment of SKIDA LLC., 2005

Licenses/Registration:

NCIDQ - 2004

Selected Publications and Recent Research:

Top 100 Interior Design Firms featured in Interior Design

The Depository Trust Company featured in Contract – 1984

Corporate Health Examiner featured in The Designer – 1985

First Federal Savings & Loan featured in Contract - 1987

Domino Sugar Corporation featured in Contract - 1992

Professional Memberships:

International Society of Facilities Executives until 2002

ASID

Name: Christopher Kitterman

Courses Taught:

ARCH 201 Architectural Design I
ARCH 202 Architectural Design II

Educational Credentials:

M. Arch II, Yale University, 2006
M. Arch I, Tulane University, 2004
B.S., University of Houston, 1997

Teaching Experience:

Teaching Fellow, Yale University, 2005-2006
Teaching Assistant, Tulane University, 2002-2004
Adjunct Instructor, New York Institute of Technology, 2009-present

Professional Experience:

Intern, Eisenman Architects, New York, NY 2003
Intern, SOM, San Francisco, CA 2005
Senior Project Manager / Designer, Joel Sanders Architect (JSA), New York, NY
2006-current

Licenses/Registration:

NA

Selected Publications and Recent Research:

University of Virginia (Architect Magazine, November 2008, 74-83)**
In the Penthouse, a True Garden Location (New York Times, Sep 25, 2008, F5-6)**
Studio Visit: Joel Sanders Architect (Architect's Newspaper, April 2008)**

**Work completed at JSA

Professional Memberships:

NA

Name: Adam Koogler

Courses Taught:

AAID 140 Visualization I

AAID 240 Visualization II

ARCH 340 Visualization III

Educational Credentials:

M.Arch., University of Cincinnati, 2008

B.S., University of Cincinnati, 2006

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, New York, 2009 - present

Teaching Graduate Assistant, University of Cincinnati, 2006 - 2008

Professional Experience:

Project Architect, Andrea Mason Design, New York, NY 2009 - present

Junior Architect, Asymptote Architecture, New York, NY 2008 - 2009

Designer, REX, New York, NY 2007

Intern, BLTA, Philadelphia, PA 2005-2006

Intern, DLR Group, Phoenix, AZ 2004-2005

Licenses/Registration:

NA

Selected Publications and Recent Research:

Untitled: The White House Complex, (University of Cincinnati, 2008).

Professional Memberships:

NA

Name: Kaja Kuehl, Diploma

Courses Taught:

ARCH 362 City Planning
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII

Educational Credentials:

Dipl. Ing. Architecture, University of Karlsruhe, Germany, 1998
MSUP, Columbia University, 2002

Teaching Experience:

Adjunct Assistant Professor, Columbia University, 2006 -present
Adjunct Instructor, New York Institute of Technology, 2008 -present

Professional Experience:

Intern, Sauerbruch Hutton Architects, 1997-1998
Project Architect, GBR Lychner Str. 1999-2000
Urban Designer, New York City Department of City Planning, 2002-2007

Licenses/Registration:

Licensed in Germany

Selected Publications and Recent Research:

"Ecologies of Urban Migration" in Unspoken Borders, 2009
"Beijing Welcomes You", Migrant workers in modern China

Professional Memberships:

American Planning Association (APA)

Name: Sima Kunttas

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II

ARCH 201 Architectural Design I
ARCH 202 Architectural Design II

Educational Credentials:

University of Miami Study Abroad Program, 2003-2004
B.Arch., Istanbul Technical University, 2006

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2007-Present

Professional Experience:

Intern, AU Associates, Istanbul Turkey 2006-2007
Junior Architect, Rawlings Architects pc New York 2007- present

Licenses/Registration:

Licensed in Republic of Turkey

Selected Publications and Recent Research:

Video-Art workshop in Istanbul, movie was exhibited in ITU Taskisla Building. ("Dream" 3' short movie.), 2001, Istanbul Turkey
Art work ("untitled" 3'x6' wax sculpture) was exhibited in Low Art Museum, Coral Gable Miami, FL 2004
Participant in "Alternative Show" art exhibit in South Florida Art Center. ("Insignificant Memorial", 4'x 6' helium, wood, plastic and soil sculpture), Miami, FL 2004
Two art works ("untitled" 3'x6' wax sculpture, "boat" 2' 56" short movie) were exhibited in 53rd Annual All Florida Juried Competition and Exhibition, Boca Raton Museum of Art, Boca Raton, FL, curated by Elizabeth A.T. Smith, 2004
4th Prize and Honorable Mention in OIC Headquarters International Architectural Design Competition, 2006, Jeddah Saudi Arabia
Honorable Mention in World Sustainability Center Afsluitdijk, International Architectural Design Competition, 2009, Netherlands

Professional Memberships:

NA

Name: Yoko Kawai Kurimoto, Ph.D. RA.

Courses Taught:

ARCH 160 Introduction to History, Theory, and Criticism in Architecture
ARCH 361 Architecture History and Theory Seminar
ARCH 401 Architectural Design V

Educational Credentials:

Ph. D., Architecture and Planning, Kobe University, 2005
Master of Architecture and Urban Design, Harvard University, 1992
Bachelor of Engineering in Architecture, Kyoto University, 1987

Teaching Experience:

Instructor, New York Institute of Technology, 2008 - 2009
Lecturer, St. Agnes College, Osaka, Japan, 1997 - 2002
Lecturer, Doshisha Women's College of Liberal Arts, Kyoto, Japan, 1999
Lecturer, Setsunan University, Osaka, Japan, 2001 - 2002

Professional Experience:

Penguin Environment Design, 2000 – Present
Konoike Co. Ltd. 1987 - 2000
Agrest and Gandelsonas Architects, 1992

Licenses/Registration:

Japan

Selected Publications and Recent Research:

Fiver Optic Communities in the U.S., *Journal of Housing Research Foundation*, 2009
Work/Life community by Telework, *Journal of Green Building*, 2008

Professional Memberships:

International Associate Member, American Institute of Architects
City Planning Institute of Japan
Architectural Institute of Japan

Name: John Lacy

Courses Taught:

ARCH 201 Architectural Design I
ARCH 202 Architectural Design II

Educational Credentials:

B.Arch., Syracuse University, 2004

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2008-present

Professional Experience:

Intern, Ashley McGraw Architects, Syracuse, NY 2001-2004
Job Captain, Garrison Architects, New York 2004-2006
Project Architect, Studio V Architecture, New York 2006-2009

Licenses/Registration:

NA

Selected Publications and Recent Research:

GHOST: Building an Architectural Vision. Princeton Architectural Press, 2008.
Oculus, Spring 2009. pg 32-33.
Interior Design Magazine, March 2009, pg 70-74.

Professional Memberships:

NA

Name: Daniel Lawler, RA

Courses Taught:

AAID140 Visualization I

AAID160 Introduction to History, Theory and Criticism in Architecture

Education Credentials:

B.S. Arch., University of Virginia, 1983

M. Arch., Columbia University, 1986

Teaching Experience:

New York City College of Technology, 2005-2010

Adjunct Assistant Professor, New York Institute of Technology, 2009-present

Professional Experience:

Moore Pennoyer Turino Architects, 1986-1991

Cicognani Kalla Architects, 1991-1992

Gilliland Lawler Architects, 1992-1996

B Five Studio, 1996-2001

Davis Brody Bond Architects, 2001-2005

Lawler + co. architects. 2005-present

Licenses/Registration:

New York State #022229 - 1992

Selected Publications and Recent Research:

Jean Badovici and L'Architecture Vivante

Adolf Loos and Typography

Professional Memberships:

NA

Name: Thomas A. Lazzaro, RA

Courses Taught:

ARCH 221 Building Construction I
ARCH 222 Building Construction II
ARCH 271 Site Planning
ARCH 272 Environmental Site Planning

Educational Credentials:

Assoc. Degree, Hudson Valley Community College 1982
B. Arch. New York Institute of Technology 1987

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology 2005 – present

Professional Experience:

Edward Durrell Stone Architects
Michael Fieldman & Partners
TDX Construction, 1991 – 1996
Turner Construction Company, 1996 – 2005

Licenses/Registration:

New York State #23904 - 1993

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Irwin Paul Lew RA

Courses Taught:

ARCH 312 Reinforced Concrete Design
ARCH 411 Advanced Structural Concepts I
ARCH-412 Advanced Structural Concepts II

Educational Credentials:

BSCE, Tulane University, 1967
MSCE, NYU, 1973
MS. Arch, Columbia University 1976

Teaching Experience:

Adjunct Associate Professor, New York Institute of Technology, 1980 to Present

Professional Experience:

Sr. Vice President, Thornton Tomasetti

Licenses/Registration:

New York State P.E. #048598 - 1976
New Jersey

Selected Publications and Recent Research:

"Suspension Roofs," Chapter of the *Structural Engineering Handbook*, McGraw Hill, 1999.
"Terminal One: A Terminal for the New Millennium," 16th Congress of the International Association for Bridge and Structural Engineering, Lucerne, Switzerland, 1999.
"A Design Guide: Long Span Steel Roof Structures," American Iron and Steel Institute, 1999.
"Concrete Design and Construction," Chapter of the *Standard Handbook for Civil Engineers*, McGraw Hill, 1999.
"Design and Analysis of the Winter Garden," Shell and Spatial Structures International Symposium, Leuven, Belgium, 1986.
"A Stressed Skin Tower: One Mellon Bank Center," *Advances in Tall Buildings*, 1985.
"Steel Stressed-Skin Tube Stiffens High-Rise Tower" - *The Welding Innovation Quarterly*, Lincoln Arc Welding Foundation, July, 1984, co-author.
"Design of Concrete Structures for Creep, Shrinkage & Temperature Changes" presented at International Association for Bridge and Structural Engineering Symposium, Madrid, Spain, 1970, co-author.
"Three-dimensional Equivalent Frame Analysis of Shearwalls," *Concrete International*.
"Creep and Shrinkage of Concrete," A.C.I. Publication.
"Concrete and Design Construction," Section of Standard Handbook, Merritt.

Professional Memberships:

ASCE

Name: Matthew Lewis

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
ARCH 162 Survey History of Architecture II
ARCH 291 Special Studies in Architecture – Revit
ARCH 362 City Planning
ARCH 726 Case Studies in Urbanism

Educational Credentials:

B.A. Economics, Emory University, 2002
M.Arch., Georgia Institute of Technology, 2006

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2008-present

Professional Experience:

Intern, Irv Weiner Architects, Atlanta, GA, 2004-2005
Architectural Professional, Skidmore, Owings & Merrill, New York, NY 2006-present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Packaging Utopian Sustainability (Volume #16: Social Engineering, 2009)

Professional Memberships:

NA

Name: Ricky Liu, AIA, LEED AP BD+C

Courses Taught:

AAID 101 Design Fundamentals I

AAID 102 Design Fundamentals II

ARCH 327 Computer Aided Construction Drawings

Educational Credentials:

B. Arch, New York Institute of Technology, 2000

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2002-present

Professional Experience:

Designer, Weiss/Manfredi Architects, New York, NY 1996-2000

Project Designer, Beyhan Karahan and Associates Architects, New York, NY 2000-2005

Senior Associate/Project Manager, di Domenico + Partners, New York, NY 2005-present

Licenses/Registration:

New York State #032211 - 2008

Selected Publications and Recent Research:

Site Specific: The Work of Weiss/Manfredi Architects - *drawings and models with Weiss/Manfredi Architects* (Princeton Architectural Press 2000)

The Cooper Hewitt National Design Museum: National Design Triennial - Design Culture Now Exhibit Publication - *drawings and models with Weiss/Manfredi Architects* (2000)

Design Team Volunteer for Renovation and Expansion of Kensington Stables in Brooklyn for GALLOP NYC's Therapeutic Riding Program (2009-2012)

Professional Memberships:

The American Institute of Architects

United States Green Building Council

Name: Jane Fox Lloyd, Ph.D.

Courses Taught:

ARCH 161 Survey History of Architecture I

ARCH 361 Architectural History Seminar: The Chicago School and American Modernism

Educational Credentials:

B.A. and ΦBK, School of General Studies, Columbia University, New York, NY, 1973

M.S. with honors, School of Library Service, Columbia University, New York, NY, 1974

M.A., Institute of Fine Arts, New York University, New York, NY, 1981

Ph.D., Institute of Fine Arts, New York University, New York, NY, May 1990

Teaching Experience:

Adjunct Instructor, Fashion Institute of Technology, New York, NY, 1990-1991

Adjunct instructor, Ramapo College of New Jersey, Ramapo, NJ, Spring 1993

Adjunct Assistant Professor, Fordham University, New York, NY, Fall 1993

Assistant Professor (part time), William Paterson University of New Jersey, Wayne, NJ, 1997-2007

Adjunct Instructor, School of Visual Arts, New York, NY, 2007-2009

Adjunct Professor, New York Institute of Technology, 1989-1997; 2007-present

Professional Experience:

Librarian, New York School of Interior Design, New York, NY, 1976-1979

Licenses/Registration:

NA

Selected Publications and Recent Research:

Settlements, dwellings and painted pottery: a contribution to the history of Minoan Crete in the early Late Bronze Age (Ph.D. dissertation, Institute of Fine Arts, New York University), 1990

"A Clay Triton Shell in a New York Private Collection", *Opuscula Atheniensia* (Sweden) XX:7 (1994), pp. 75-88.

"The Minoan Hall System and the Problem of an Entrance to the South House at Knossos", *Opuscula Atheniensia* (Sweden) 22-23 (1997-1998), 117-140.

"The Three Dimensional Form of the Light Area of the Minoan Hall System and the Southeast Corner of the South House at Knossos", *Opuscula Atheniensia* (Sweden) 24 (1999), 51-77.

"The South House at Knossos---More than a House?", proceedings of the international colloquium "STEGA, the Archaeology of Houses and Households in Ancient Crete", held at Hierapetra, Crete, May 26-28, 2005, in press.

"A New Reconstruction of the South House", submitted to a festschrift publication for Professor G. Kopcke, Institute of Fine Arts, New York University, December 2007.

A video about New York Institute of Technology architecture students doing their thesis projects: *From Idea to Reality: Architecture Students Design Their Dreams at New York Institute of Technology*, made with New York Institute of Technology professors F. Bentel, and J. Saslow, completed in December 1996

A colloquium on Bronze Age Minoan and Aegean architecture presented by scholars from the U.S., Canada, and Europe at the 104th Annual Meeting of the Archaeological Institute of America in New Orleans, LA, Jan. 6, 2003.

"Physical Evidence for the Above-Ground Parts of Early Neopalatial Minoan and Thera Buildings"; organizer and chair.

Professional Memberships:

Archaeological Institute of America

Name: Ethan Lu, AIA, LEED AP

Courses Taught:

AAID 240 Visualization II
ARCH 340 Visualization III

Educational Credentials:

B.S. Arch, University of Michigan, 1997
M.Arch, Harvard University, 2000
M.S. Arch and Urban Design, Columbia University, 2001

Teaching Experience:

Studio Instructor, Columbia University, New York, 2002
Seminar Instructor, Parsons School of Design, New York, 2002-2004
Adjunct Assistant Professor, New York Institute of Technology, 2008-present
Area Coordinator Master of Professional Studies, NYSID, New York, 2009-present

Professional Experience:

Intern, SOM, New York 1998
Intern, FXFOWLE, New York 2001-2003
Project Architect, COOK + FOX Architects, 2003-2006
Principal, Metropolitan United Studio, 2006-present

Licenses/Registration:

New York State #030963 - 2005
New Jersey #21AI017417 - 2006

Selected Publications and Recent Research:

Eco Avila: New Urbanisms 6/ Columbia University Urban Design Program (Princeton Arch Press, 2005)

Professional Memberships:

The American Institute of Architects

Name: William Martin

Courses Taught:

ARCH 211 Statics and Strength of Materials

ARCH 311 Structural Steel Design

ARCH 411 Advanced Structural Concepts 1

ARCH 291 Special Studies in Architecture - Introduction to Structures

Educational Credentials:

B.A. Architecture, Yale University, 2001

M. Arch, Yale School of Architecture, 2006

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, Fall 2007

Assistant Professor, New York Institute of Technology, 2008-present

Professional Experience:

Designer, Cesar Pelli + Associates, 2000-2002

Freelance Designer + Developer, 2005-present

Urban Planner, Alex Garvin & Associates, 2007-2008

Licenses/Registration:

NA

Selected Publications and Recent Research:

Interactive Structures, <http://interactivestructures.org>, a set of interactive structural tools for teaching.

Institutional Support of Research and Creativity Grant, NYIT, 2010, for “A Software Platform for Performative Architectural Design.”

Professional Memberships:

NA

Name: Margaret Spencer Matz, AIA, USGBC

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
AAID 140 Visualization I

Educational Credentials:

B. Arch., The Cooper Union, 1983

Teaching Experience:

Instructor, The Cooper Union Saturday Program, 1992-1993
Adjunct Assistant Professor, New York Institute of Technology, 2009-present

Professional Experience:

Kohn, Pederson, Fox, Conway Associates, Project Architect and Senior Designer, 1986-90
AXIS Architecture Design and Planning, Executive Principal, 1990-94
Project Architect and Designer, Frank and Marcotullio Design Associates, 1994-96
Associate, Project Architect and Designer, Dean Maltz, Architect, 1996-99
Project Architect and Designer, HLW International, LLP, 1999-01
Project Architect, Macrae-Gibson Architects, 2001-02
Project Manager and Project Architect, Staunton Chow Engineers & Architects, 2002-04
Associate, Project Manager and Project Architect, Butler Rogers Baskett, 2004-09
Project Architect, MTA Capital Program Management, Current

Licenses/Registration:

New York State #022271-1 - 1991
LEED AP

Selected Publications and Recent Research:

City Secrets – Venice, Robert Kahn, *The Little Book Room*, NY, NY (2001)
Traditional Architecture Warren County Ohio, Hazel Phillips, *The Civic Trust of Lebanon, Ohio*, republished by the *Ohio Historical Society*, Lebanon, OH (2002)
Anche Questa E' Venezia, Franco Fillippi, *Fillippi Editore Venezia*, Venice, Italy (2005)
Master Drawings, *The Morgan Library & Museum*, NY, NY (2009 – Current)

Professional Memberships:

The American Institute of Architects
United States Green Building Council

Name: Christopher Mechaley

Courses Taught:

ARCH 202 Architectural Design II

Educational Credentials:

Bachelor of Science in Architecture, Catholic University, 1998

Bachelor of Civil Engineering, Catholic University, 1998

Master of Architecture, Rice University, 2004

Teaching Experience:

Catholic University, 1997 - 2002

Adjunct Instructor, New York Institute of Technology, 2009 - Present

Professional Experience:

Nonya Grenader, ArchitectsROY Architects, 2003 – 2004

Nastasi Architects, 2004 – 2005

Christoff Finio Architects, 2005 – Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Thomas Minnock, RA

Courses Taught:

ARCH 221 Building Construction I
ARCH 222 Building Construction II
ARCH 471 Construction Supervision and Management
ARCH 473 Construction Management Contracts
ARCH 476 Modern Construction Technologies

Educational Credentials:

E'cole Des Beaux Arts UP7. Paris France.
Bachelor of Science in Architecture, Georgia Tech, Deans List, 1977
M. Arch, Washington University, 1979

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2008-present

Professional Experience:

Project Manager/Designer, Peg/Park Architects PC 1979-1998
Project Manager and designer, Keiser Associates 1998 to 2000
Project Manager, Swanke Hayden Connell 2000 to 2006
Project Manager/Designer, JCJ Architecture 2005 to 2007

Licenses/Registration:

New York State #17089 - 1984

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Julia Molloy, LEED AP

Courses Taught:

ARCH 501 Architectural Design VII

ARCH 502 Architectural Design VIII

Educational Credentials:

B.A., Barnard College, 2004

M.Arch., Columbia University Graduate School of Architecture, Preservation, and Planning, 2007

Teaching Experience:

Instructor, Experiment in International Living, World Learning, 2004

Teaching Assistant, Barnard College, 2005-2006

Instructor, Global Studio, 2006-2007

Guest Critic, Columbia University, GSAPP, 2009

Guest Critic, NYIT, 2009

Guest Critic, Temple University, 2009

Guest Critic, Barnard College, 2009

Adjunct Instructor, New York Institute of Technology, 2009 - present

Professional Experience:

Project Associate, Global Studio, Johannesburg, South Africa, 2007

Designer, Slade Architecture, New York, NY 2007-2008

Project Manager, ICRAVE Design, New York, NY 2009-Present

Principal, XLXS LLC, Brooklyn, NY 2009-Present

Licenses/Registration:

LEED AP

Selected Publications and Recent Research:

Tow Research Fellow, Elmina, Ghana (2004)

UTT Research Fellow, Caracas, Venezuela (2006)

Soros Research Fellow, New Orleans, LA (2006)

Kinne Research Fellow, Mae Sot, Thailand (2007)

Arcadia, (Gestalten, 2009)

Document Refuge Exhibition, (Columbia University, GSAPP, 2009)

Honorarium Lecturer, (Dartmouth College, 2010)

Professional Memberships:

United States Green Building Council

Name: Frank Mruk, AIA, RIBA, LEED AP

Courses Taught:

ARCH 481 Professional Practice
ARCH 701 Graduate Design Studio

Educational Credentials:

MBA – Pace University, New York, NY
BArch- Pratt Institute, New York, NY

Teaching Experience:

Parsons School of Design, 2003-2006
New York University, 2004-2006
BOMI Institute, 1998-2006
Adjunct Associate Professor, New York Institute of Technology, 2006 – 2010

Professional Experience:

Breger Terjesen Associates, 1985-1986
American International Group, 1989-2000
Palinode Group, 1999 - 2002
Morgan Stanley, 2000-2001
URS Corporation, 2001-2002
Cendant Corporation, 2002-2006

Licenses/Registration:

New York State #021571 - 1990
New Jersey #21AI01203400
NCARB Certified #40949
LEED AP
Real Estate: New Jersey and Pennsylvania
Certified Strategic Planning Professional
Certified Strategic Management Professional
Certified Contract Interior Designer
Certified Facility Manager
Certified Construction Specifier

Selected Publications and Recent Research:

NA

Professional Memberships:

Municipal Art Society of New York
Club of Amsterdam
Association for Strategic Planning
World Future Society
US Green Building Council
Construction Management Association of America
CoreNet Global
Strategic Management Society
The American Institute of Architects
Royal Institute of British Architects

Name: Norman Nemec, AIA

Courses Taught:

ARCH 221 Building Construction I
ARCH 222 Building Construction II

Educational Credentials:

B.Arch., Pratt Institute, Brooklyn NY 1979

Teaching Experience:

Tutor for Higher Educational Opportunities, Pratt Institute, 1977-1979
Adjunct Assistant Professor, New York Institute of Technology, 2008-present

Professional Experience:

Various Positions. Between 1979 and 1987 I worked in various capacities at four Architectural Firms (Colchamiro Architects, Swanke Hayden Connell, ISD and BBM). Job functions were draftsman, designer, job captain and project manager, 1979- 1987
Vice President, Morgan Stanley, 1987 and 2004
Senior Project Manager, Morgan Stanley, 1987-2004
President, North Shore Architecture and Interiors, Residential, Commercial and Government projects, 1992-present
Building Department Superintendent, Village of Great Neck, 2004-present
Certified NYS Home Energy Star Rater, Member of BPCANYS. Using a comprehensive method of design and technical criteria acquired through extensive training and exams I have access to the EPA regulated RemRate program, 2009-present

Licenses/Registration:

New York State #15987 - 1983

Internet Webmaster Publications:

www.nsaai.com
www.manhassetpreservation.org
www.vgnbd.org

Professional Memberships:

The American Institute of Architects
NYS Department of State
Building Inspectors Association of Nassau County
USA Environmental Protection Agency- Home Energy Star Rater
Building Performance Contractors Association of NYS

Name: Matthias Neumann, Diploma

Courses Taught:

ARCH 202 Architectural Design II
ARCH 301 Architectural Design III
ARCH 402 Architectural Design VI

Educational Credentials:

Pre-Diploma, Architecture, University of Kaiserslautern, 1994
Diploma, Technical University, Dresden, 1999

Teaching Experience:

Instructor, Columbia University, 2004
Adjunct Assistant Professor, New York Institute of Technology 2008 - 2009
Instructor, Center for Architecture, Arts, and Ecology, 2009
Visiting Scholar, ETH/Wohnforum, Zuerich, 2010

Professional Experience:

Stetzler Architektur, Dresden, 1999
BAM Studio, Junior Designer, 2001 – 2002
Alfred De Vido Architects, Senior Designer, 2002 – 2003
Normaldesign, Principle, 2002 – Present
Aplusnyc, 2008 – Present

Licenses/Registration:

Germany

Selected Publications and Recent Research:

Young Architecture – X International Biennale of Architecture, Krakow, 2004, pp 25
Imagining Ground Zero, New York, 2004, pp. 43
Architect's Newspaper, January 2007
Design Indaba South Africa, February 2007
Housing South Africa, July 2007
Rooms 1, 2, Puffin Foundation, 2008
Architecturally..., World Dance Assembly of America, 2009
Pericardium, Joyce, SoHo, 2010

Professional Memberships

The Metropolitan Exchange

Name: Sol Niego, AIA

Courses Taught:

ARCH 272 Environmental Site Planning

Educational Credentials:

B.Arch, Pratt Institute, Brooklyn, NY

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2008

Professional Experience:

Niego Associates / Architects, West Hempstead, NY, 1978-present

Licenses/Registration:

New York State #009114-1

Selected Publications and Recent Research:

Saxon paper, LIC, NY, first prize – 1975

Clocktower Plaza S.C., Ozone Park, NY, first prize – 1985

King Kullen Supermarket, Astoria, NY, first prize - 1985

Professional Memberships:

American Institute of Architects

Name: Jacob Nishimura

Courses Taught:

AAID 240 Visualization II

ARCH 340 Visualization III

Educational Credentials:

B.A. Columbia University, 1997

M.Architecture, Columbia University Graduate School of Architecture, Planning and Preservation 2001

Teaching Experience:

Adjunct Professor, Rensselaer Polytechnic Institute School of Architecture, Fall 2006-Spring 2009

Adjunct Instructor, New York Institute of Technology, Fall 2009-Present

Professional Experience:

Architectural designer, Marble Fairbanks, 1998-2005

Architectural designer, Common Room 2006-2008

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Michael Nolan

Courses Taught:

ARCH 291 Special Studies in Architecture
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII
ARCH 841 Computer Aided Design and Planning I
ARCH 842 Computer Aided Design and Planning II

Educational Credentials:

MFA Rutgers, 1988
Post Graduate work at John Von Neumann National Supercomputer Center, Princeton

Teaching Experience:

Adjunct Professor, Rutgers University, 1986 - 1988
Adjunct Professor, Trenton State College 1987 - 1988
Associate Professor, New York Institute of Technology 1989 - Present

Professional Experience:

Studio design: Acoustics and computer systems for:
Will Lee, G.E. Smith, Anton Figg, Paul Savoy, Randy Lerner (Cleveland Browns)
Pendant Partners.
Computer systems and Graphic design for: Grey Direct (IBM, General Motors, and Coca Cola accounts).
Coopers and Lybrand.
Training consultant for National Center for Children in Poverty.
Training consultant for SECBE (Mario Salvatore)
Outside reviewer for computer music and graphics Atlanta College of Art and Design

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

ASCAP

Name: Erin O'Keefe, RA

Courses Taught:

ARCH 201 Architectural Design I
ARCH 202 Architectural Design II

Educational Credentials:

BFA, Cornell University, 1984
M.Arch, Columbia University, 1988

Teaching Experience:

Adjunct Associate Professor, New York Institute of Technology 1990 - 2003
Associate Professor, New York Institute of Technology 2003-present

Professional Experience:

Junior Designer, Fox and Fowle Architects 1985-1988
Project Architect, Mayers and Schiff Architects 1988-1990
Project Architect Deborah Berke Architect 1990-1991
Principal, Erin O'Keefe Architect 1991 - 1997

Licenses/Registration:

New York State #022552 - 1991

Selected Exhibitions and Recent Research:

Erin O'Keefe Project Room solo exhibition Sandra Gering Gallery, New York NY, 1998
The Bathroom Show Thomas Healy Gallery, New York NY, 1998
Guadalajara Art Fair Guadalajara, Mexico, 1998
Erin O'Keefe solo exhibition Sandra Gering Gallery, New York NY, 1999
Istanbul Art Fair Istanbul, Turkey, 1999
ARCO International Art Fair Madrid, Spain, 1999
anos luz Centro de Arte La Recova Tenerife, Spain, 2000
Seeing Things solo exhibition Sandra Gering Gallery, New York NY, 2001
The Fields Sculpture Park Outdoor Sculpture Installation Ghent NY *Declaration*, 2003
The Armory Show New York, NY Sandra Gering Gallery, 2003
The Armory Show New York, NY, 2004
Art...chitecture group exhibition EVO Gallery, Santa Fe NM curated by Bobbie Foshay-Miller, 2004
Smoke and Mirrors solo exhibition Sandra Gering Gallery, New York NY, 2004
By Hand Gallery 61 New York NY, 2005
Collectors Gallery Albright Knox Art Gallery, Buffalo NY, 2006
Digital Gallery 61 New York, NY, 2006
Chroma University Center Gallery, Adelphi University, Garden City NY, 2008
Collectors Gallery Albright Knox Art Gallery, Buffalo NY, 2008
National Photography '08 Main Street Gallery, Groton NY, 2008
Four Feet : The Proxemics of Personal Space Gallery RFD, Swainsboro GA, 2008
The Red Bench Project NYIT ISRC Research Grant, 2009
Filthy Lucre Aferro Gallery, Newark NJ, 2009
Modular Alliance Gallery, Narrowsburg NY, 2009

Professional Memberships:

NA

Name: Sangdok Pak

Courses Taught at NYIT:

ARCH 201 Architectural Design I
ARCH 202 Architectural Design II

Educational Credentials:

Bachelor of Architecture, Washington State University, 1994
Master of Architecture, Columbia University, 1997

Professional Experience:

Sarkissian Architects, 1997-1998
Evan Douglass Architects, 1998-1999
Baakganae Architects, 2000-2001
Yekong Architects, 2002-2007
Gabellini & Sheppard Architects, 2007-2008
Baakganae Architects, 2008-present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Jamie Palazzolo

Courses Taught:

AAID 101 Design Fundamentals I
AAID 140 Visualization I

Educational Credentials:

Bachelor of Design, University of Florida, 1997
M.Arch, Columbia University, 2000

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2008 - present

Professional Experience:

Evan Douglass Studio, NY – 1997-1998
Frederic Levrat, ARX NYC, NY, Geneve – 1998
SHoP, Sharples, Holden, Pasquerelli, NY – 2000
1100 Architect, NY – 2000-2002
Groupone architecture + design, NY – 2002 – present

Licenses/Registration:

NA

Selected Publications and Recent Research:

IAS Ingenieurs et Architectes Suisses, 125 Edition, #22, November 17 1999
Abstract 99.00 – Publication of Columbia University, 1999
Abstract 98.99 – Publication of Columbia University, 1999
Abstract 97.98 – Publication of Columbia University, 1999

Professional Memberships:

NA

Name: William J. Palmore, RA

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
AAID 140 Visualization I

Educational Credentials:

Bachelor of Environmental Design, Texas A & M University. 1975.
Master of Architecture, University of Oregon. 1979.

Teaching Experience:

Instructor, University of Oregon, 1979-1980
Assistant Visiting Professor, Texas A&M University, 1984-1985
Assistant Professor, New Jersey Institute of Technology, 1986-1987
Assistant Professor, New York Institute of Technology, 2001- 2008
Associate Professor, New York Institute of Technology, 2008- Present

Professional Experience:

Kohn Pedersen Fox. 1981 - 1983
Palmore Studio. 1984 - 1987
Ford Powell Carson, Architects 1986 - 1987
The Office of Phil George. 1987 – 1989
Ford Powell Carson, Architects 1989 - 1991
Palmore Studio. 1989- Present.

Licenses/Registration:

New York State #016471 - 1983

Selected Publications and Recent Research:

2006. El Paso Chapter, American Institute of Architects. "The Residential Architecture of Robert Garland and David Hilles."
2007 ACSA Annual Meeting. Philadelphia. "Modernism for the Borderland, a Case Study, The Massey House by David Hilles, El Paso, 1952."
Texas Architect, July 2008. "Modernism for the Borderland, a Case Study, The Massey House by David Hilles, El Paso, 1952."
University of Texas at El Paso. October 2008. "The Residential Architecture of Garland and Hilles." Exhibition of Models, drawings, and photographs accompanied by lecture and catalog publication.
2009 ACSA Conference. UTSA, Dallas. "Modern Architecture of 20th Century El Paso, Texas"
New York Institute of Technology. September 2010. "20th Century Architecture of El Paso Texas." Exhibition of Models, drawings, and photographs accompanied by lecture and catalog publication.

Professional Memberships:

National Council of Architectural Registration Board
Society of Architectural Historians
Texas Historical Society

Name: Masha Panteleyeva

Courses Taught

AAID 160 Introduction to History, Theory and Criticism in Architecture

Educational Credentials:

B.Arch., Cooper Union, 2005

M. Arch., Princeton University, 2008

Teaching Experience:

Adjunct Professor, Cooper Union, 2008-current

Associate, Columbia University, Summer/Fall 2009

Adjunct Instructor, New York Institute of Technology, Spring 2010

Visiting Critic/Instructor, Cornell University, Spring 2010

Professional Experience:

Cook+Fox Architects, Architect, 2004-2005

Diller/Scofidio Renfro, Architect, 2005-2006

The Architects Newspaper, Editor, 2006-2007

Licenses/Registration:

NA

Selected Publications and Recent Research:

Multiple Articles and Reviews, *The Architects Newspaper*, 2006-2008

"The New Museum" in *Sanaa, Learning from Japan: Single Story Urbanism*, 2009

Professional Memberships:

NA

Name: Brian R. Percival, RA

Courses taught:

ARCH 161 Survey History of Architecture I
ARCH 162 Survey History of Architecture II

Educational credentials:

B. Arch., University of Pennsylvania, 1961
MA, Arch. History, Cornell University, 1970
MSc, Planning Studies, London School of Economics
and Political Science, 1986

Teaching Experience:

Lecturer, Queens College, CUNY, 1970-2007
Assoc. Professor, University of Maryland, 1979-81
Assoc. Professor, Bard College, 1987, 1990-91
Adjunct Professor, New York Institute of Technology, 1982-85, 1990,
1997-99, 2002-2004, 2009-present

Professional experience:

Jeter and Cook, Architects, 1962-63
TAMS, Engineers and Architects, 1966
Private Practice 1979-present
Forest Hills Gardens Architectural guidelines Committee
Board of Directors, Historic Poppenhusen Institute, College Point, NY.

Licenses/Registration:

New York State #014271 - 1979

Recent Research:

Researching history of St. Luke's Church, Forest Hills, and preparing documents for
State Historic Preservation Office for purpose of applying for National Historic
Register status for the building.
Researching the destructive effect of Urban Renewal policies on middle sized towns in
northeast US.

Professional Memberships:

Society of Architectural Historians
National Trust for Historic Preservation
ICOMOS
The Association of Asian Studies

Name: Anthony Pisano, Associate AIA

Courses Taught:

ARCH 340 Visualization III

ARCH 324 Environmental Systems I

Educational Credentials:

B. Arch New York Institute of Technology, 2004 – Cum Laude

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2005-Present

Professional Experience:

Senior Construction Manager/Partner, HiRise Construction Group, Inc Uniondale, NY,
2/07 - 6/09

Senior Project Manager, GEB HiRise Engineering Uniondale, NY, 1/05 - 6/09

Project Manager, Philip Toscano Architects Brooklyn, NY, 1/05 - 6/09

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

Nassau County HUB Consortium County Executive Tom Suozzi: Chairman

The American Institute of Architects, Associate Member

US Green Building Council, LEED Accreditation in progress

American Society of Testing Materials (ASTM), Active Member

Name: Mary Polites

Courses Taught:

ARCH 340 Visualization III

Educational Credentials:

B.Arch, New Jersey Institute of Technology, 2007

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2008

Professional Experience:

Reddymade, 2005-2006

Gro Architects, 2006

Foster Plus Partners, 2007

Janson Goldstein, 2007 - present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Ricardo Porro

Courses Taught:

ARCH 402 Architectural Design VI

Educational Credentials:

Arquitecto, Escuela de Arquitectura, Havana Cuba, 1948

Architect D.P.L.G., Ecole d'Architecture, Versailles, France, 1969

Teaching Experience:

Professor, Escuela d'Arquitectura, Universidad Central, Caracas, Venezuela, 1958-1960

Professor, Escuela d'Arquitectura, University of Havana, Cuba, 1960-1961

Professor, Ecole Supérieure d'Architecture, Paris France, 1968-1969

Professor, Ecole d'Architecture, Strasbourg, France, 1970-1974

Professor, Ecole d'Architecture UPG, Paris, France, 1975-1976

Professor, Ecole d'Architecture de Lille, Lille, France, 1975-1991

Invited Professor, School of Architecture, Graz, Austria, 1993-1994

Visiting Assistant Professor, New York Institute of Technology, 2010

Professional Experience:

Ricardo Porro Architect, Paris, France, 1968-present

Licenses/Registration:

Licensed Architect – Cuba and France

Selected Publications and Recent Research:

Porro, I., Institute Français d'Architecture, 1993

Porro, I., Institute Français d'Architecture, 1993

Ricardo Porro Architekt, Klagenfurt, Austria, 1994

Professional Memberships:

Colegio de Arquitecto, Havana, Cuba

Ordre des Architectes, Association of Licensed Architects, France

Name: Carl Puchall, AIA, ASCE, NCARB

Courses Taught:

ARCH 272 Environmental Site Planning

Educational Credentials:

B.Arch., Rensselaer Polytechnic Institute, 1954

Hospital Planning Cert., Columbia U/Admin. Med., 1970

Teaching Experience:

Adjunct Associate Professor, New York Institute of Technology, 2007-2009

US Air Force, Engineering Training Officer

AIA/NY Chair, Architecture for Education Committee

Professional Experience:

President, Carl Puchall Associates Architects PC, 1975 to present

NYC Art Commission: Reconstruction of Carroll Park, Brooklyn

Queens Chamber of Commerce: Northeastern Towers

Queens Chamber of Commerce: SDA Administration Center

American Concrete Institute (NJ ACI): Tropicana Hotel/Casino

Licenses/Registration:

New York State # 007374 - 1958

California # C11741

NCARB #7404

Selected Publications and Recent Research:

"Architect Calls for New Action to House Nation's Elderly", *NY Times*

"NYS 28A Program/Victory Lake Nursing Cntr", *Empire State Architect*

"SCA Head Addresses AIA/NY", *Oculus*

"Atlantic City", *AIA Journal*

"Carroll Park, Public Landscape", *Landscape Architecture*

Professional Memberships:

American Institute of Architects

ASCE

NCARB

Name: Seung Ra

Courses Taught:

AAID 140 Visualization I

Educational Credentials:

Bachelor of Architecture, Oklahoma state University, 2003

Master of Science in Advanced Architectural Design, Columbia University, 2006

Teaching Experience:

Adjunct Instructor, New York Institute of Technology 2008

Professional Experience:

Kohn Pedersen Fox, 2002

Friedrich St. Florian, Architect, 2004 – 2005

Studio Daniel Libeskind, 2005 – Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships

NA

Name: Thomas Rochon, AIA

Courses Taught

ARCH 271 Site Planning
ARCH 272 Environmental Site Planning
ARCH 376 Energy Conservation
ARCH 423 Project Integration

Education Credentials:

Bachelor of Architecture, University of Miami, 1966
Bachelor of Science in Engineering, University of Miami

Teaching Experience:

Adjunct Associate Professor, Orange County Community College, 1976-1977
Adjunct Associate Professor, New York Institute of Technology, 1977-2005
Assistant Professor, New York Institute of Technology, 2005 - present

Professional Experience:

General Motors, Argonaut Division of Architecture and Engineering, 1963-66
Government of Tunisia, Public Works Department and US Peace Corps., 1966-1968
Richard Moger Associates, Architects-Planners, 1968-1976
Thomas Rochon Associates, Architects-Planners, 1976-present

Licenses/Registration:

Florida #55003 - 1971
New York State #11679 - 1971
New Jersey #A107067 - 1977

Selected Publications and Recent Research:

Infusing Tradition: Internal Discovery or External Influence, IASTE, Univ. of Calif.
Transitions of the Traditional Market Place, Hawaii International Conference on Arts and Humanities
Transitions of the Traditional Market Place II, CSAAR Conference, Petra University, Jordan
INSIGHTS: Revisiting Tunisia, New York Institute of Technology, New York, N.Y.

Professional Memberships:

The American Institutes of Architects
International Assoc. for the Study of Traditional Environments
Dutch Barn Society

Name: William J. Rockwell, AIA

Courses Taught:

ARCH 301 Architectural Design III
ARCH 302 Architectural Design IV

Educational Credentials:

B.Arch., Virginia Polytechnic Institute and State University, 1987
M.S.A.A.D., Columbia University, 1991

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2001-Present

Professional Experience:

Assistant Job Superintendant, Laquila Construction, 1984
Architectural Intern, Aldo Cossutta and Assocaite Architects, 1985
Architect Project Manager, Fifield Piaker Associates, PC 1987-1990
Architectural Designer, Leeson Architecture, 1991-1993
Architectural Designer, 1100 Architects, 1991-1992
Architectural Designer and Model Maker, Pei Cobb Freed and Partners, 1992-1993
Senior Associate, Platt Byard Dovell White Architects LLC, 1993-2004
Senior Associate, Leeson Architecture, 2004-2006
Principal, William/Architect, William J. Rockwell architect LLC, NY 2006-Present

Licenses/Registration:

New York State #024598 - 1994
Maine, 2005

Selected Publications and Recent Research:

New York Times/NY Post	47 East 91 st Street 1999-2003
Ocular New York I II III	Student work from the Columbia GSAPP 1991-1993
Site	Eggers Residence 1994
Progressive Architecture	Eggers Residence 1994
New York Times	583 Broadway 1994
Architectural Record	Brearley School Addition 1995

Professional Memberships:

The American Institute of Architects

Name: Eric Rothfeder

Courses Taught:

ARCH 202 Architectural Design II

Educational Credentials:

Bachelor of Arts, Yale University, 2002

Master of Architecture, Princeton University School of Architecture, 2007

Teaching Experience:

Adjunct Instructor, New York Institute of Technology 2008

Professional Experience:

Kieren Timberlake Associates, 2002 - 2004

Diller Scofidio + Renfro, 2007 – Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Storefront for Architecture, “Pay No Attention to the House Behind the Curtains”

For the exhibition White House Redux, 2008

Fondazione Sandretto, “Does the Punishment Fit the Crime? For YouPrison Exhibition,
Turin, Italy, 2008

Bidoun Magazine, Publication of Design Project “Is there a sound strategy?”, Issue 12:
Projects Fall 2007

Professional Memberships:

NA

Name: R. Todd Rouhe, RA

Courses Taught:

AAID 101 Design Fundamentals I

AAID 140 Visualization I

AAID 160 Introduction to History, Theory and Criticism in Architecture

Educational Credentials:

B.Arch., Southern California Institute of Architecture, 1993

M.S.A.A.D., Columbia University, 1996

Teaching Experience:

Assistant Adjunct Professor, Barnard / Columbia Undergraduate Architecture Program,
2001-present

Assistant Adjunct Professor, New Jersey School of Architecture (NJIT), 2003-2008

Visiting Professor, Senior Studio Rensselaer Polytechnic Institute (RPI), Fall 2008

Adjunct Assistant Professor, New York Institute of Technology, 2008-present

Professional Experience:

Designer, Frank O. Gehry and Assoc., Santa Monica, CA, 1994-1995

Designer, Büro Libeskind, Berlin, DE, 1996-1997

Project Architect, Marble Fairbanks Architects, 1997-2004

Principle Design Partner, IdS/R architecture, 2004-present

Co-founder, common room, 2006-present

Licenses/Registration:

New York State #027799 - 1999

Selected Publications and Recent Research:

SOM Traveling Fellowship for Architecture, Network Infrastructures, 1996

"Honors: New Practices New York", Architect's Newspaper, Issue 11, 2008

"On the Ground: New York", ARTFORUM December 2008

"5 Obstructions (for Architecture)", Installation and lecture, New Practices New York,
Häfele America Co., 2009

"common room Takes Uncommon Approach to Design", e-Oculus 2009

Van Alen Institute New York Prize Fellowship, common room in collaboration with Telic
Arts Exchange, The Public School (for Architecture), fall term 2009

Professional Memberships:

NA

Name: Carol Ann Ruiz

Courses Taught:

AAID 101 Design Fundamentals I
ARCH 201 Architectural Design I
ARCH 501 Architectural Design VII

Educational Credentials:

B.Arch, New York Institute of Technology, 2002
Master of Architecture, Yale University, 2007

Teaching Experience:

Teaching Fellow, Yale University, New Haven, CT 2006
Adjunct Instructor, New York Institute of Technology, 2008 - Present

Professional Experience:

Intern Architect, di Domenico + Partners, New York, NY 1999-2005
Intern Architect, FXFowle Architects, New York, NY 2006
Architectural Designer, Renzo Piano Building Workshop, Paris/New York, 2007-2009

Licenses/Registration:

NA

Selected Publications and Recent Research:

Storefront for Art & Architecture: *"Some True Stories: Researches in the Field of Flexible Truth: AMAZONE"* – research presented as a short film; November - December 2008

Professional Memberships:

NA

Name: Giovanni Santamaria, Ph.D., Diploma

Courses Taught:

AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
AAID 140 Visualization I
ARCH 302 Architectural Design IV
ARCH 401 Architectural Design V
ARCH 402 Architectural Design VI

Educational Credentials:

B. Arch., I.U.A.V. (Istituto Universitario di Architettura di Venezia, Italy), 2001
Ph.D. Architecture and Urban Design, Politecnico di Milano, Italy, 2005

Teaching Experience:

Assistant Professor, Università degli Studi di Parma- Italy, 2001-04
Assistant Professor, Politecnico di Milano- School of Architecture- Italy, 2004-08
Adjunct Assistant Professor, New York Institute of Technology, 2008-present

Professional Experience:

Partner, S.Masotti Architecture Office, Milan-Italy, 2002-03
Project Architect, "Green Silent" residential building in Bari-Italy, 2004

Licenses/Registration:

Bari-Italy

Selected Publications and Recent Research:

"Entre los pliegues de un fluir geológico... en la raíz del cambio." Published in *Segovia_Los altos de las Lastras*. Edited by A.Contin, Milano, A&P, 2004.
PARAMETRO n. 254, International Architecture and City Planning Magazine
Monographic Edition: "Terra/Formless." Edited by R. Laezza, G. Santamaria, M. Moreno, Nov. 2004.
"Imagining Practical Experience and Design Methods" and "Between Critic Removal and Localization. A proposal for Bari." Published in *Bari-Studi per la metropoli*. Edited by Contin, Firenze, Alinea 2005.
"The Design Project between Revelation and New Meaning of Forgotten Landscape: Malpensa Airport Area." Published in *Milano_Malpensa. La regione urbana nello spazio dei flussi*. Edited by E. d'Alfonso, Firenze, Alinea, 2006.
New York-Milano. Disegno per la città nella regione urbana. Edited by Giovanni Santamaria. Firenze, Alinea 2007.
"Urban Metabolism." 7th European Framework. DiAP-Politecnico di Milano, 2007.
"From the Cities in the City to the City of Cities." Published in *Canicatti' Campagne abitate, paesaggid'arte*. Edited by A. Contin, Firenze, Alinea 2008.
"U-Met-in-MED." European Project for the Urban Development in Mediterranean Coordinated Context.
DiAP-Politecnico di Milano, 2008.

Professional Memberships:

Professional Association of Architects, Urban- Landscape Planners and Restorers -Italy.
(Ordine degli Architetti, Pianificatori, Paesaggisti e Conservatori della Provincia di Bari)

Name: Alan Sayles, RA

Courses Taught :

AAID 240 Visualization II
ARCH 327 Computer Aided Construction Drawings
ARCH 432 Project Integration

Educational Credentials:

B.Arch., Pratt Institute, 1961

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 1978 - 1984
Associate Professor, New York Institute of Technology, 1984 - present

Professional Experience:

Abraham W. Geller Architect 1956 – 1964
Alan Sayles Architect 1964 - Current

Licenses/Registration:

New York State #8384 - 1963

Selected Publications and Recent Research:

NA

Professional Memberships:

American Institute of Architects

Name: Joseph Scarpulla, AIA

Courses Taught:

ARCH 201 Architectural Design I

Educational Credentials:

B.Arch, New York Institute of Technology, 1980

M.Arch, Massachusetts Institute of Technology, 1983

Teaching Experience:

Adjunct Instructor, New York Institute of Technology 1980 - 1981

Adjunct Assistant Professor, New York Institute of Technology, 1983-1997

Adjunct Assistant Professor, New York Institute of Technology, 2008

Professional Experience:

Joseph J. Scarpulla – Architect, 1986 - present

Licenses/Registration:

New York State #018362 - 1986

New Jersey - 1994

Selected Publications and Recent Research:

The New American Swimming Pool – James G. Trulove – Whitney 2001

New York Times – Real Estate Desk – In the Region/Long Island; Awards for a local library addition, house and store – December 7, 2003

Newsday – Into the Pool House – Carol Polsky – May 18, 2006

TheStreet.com – The Good Life: Home Court Advantage – Nicholas Yulico – October 29, 2005

Professional Memberships:

American Institute of Architects

NCARB

Rotary International

Huntington Chamber of Commerce

Name: Jon Michael Schwarting, RA

Courses Taught:

ARCH 362 City Planning
ARCH 701 Urban and Regional Design Studio I
ARCH 702 Urban and Regional Design Studio II
ARCH 703 Urban and Regional Design Studio III
ARCH 721 History of the City and Region
ARCH 725 Theories of Urbanism and Suburbanism
ARCH 871 Housing: Urban, Suburban and Rural
ARCH 881 Issues of Practice
Italy Summer Program - 2008, 2009

Educational Credentials:

B. Arch., Cornell University, 1966
M. Arch in Urban Design, Cornell University, 1968
Prix de Rome, American Academy in Rome, 1968-1970

Teaching Experience:

Adjunct Associate Professor, Cooper Union, NYC, 1973-1984
Associate Professor, Columbia University - GSAP, NYC, 1974-1983
Visiting Critic, Cornell University – MUD, 1984
Adjunct Associate Professor, Univ. of Pennsylvania, 1984-1987
Director of Education, The Institute for Architecture and Urban Studies, NYC, 1984-1985
Visiting Lecturer, Yale University, 1985-1986
Visiting Critic, Syracuse University in Florence, Italy, 1999-2000
Visiting Critic, Syracuse University, 2002
Associate Professor, New York Institute of Technology, 1987- 1993
Professor, New York Institute of Technology, 1993-present

Professional Experience:

Associate, Richard Meier and Associates, NYC, 1970-1973
Principle, Jon Michel Schwarting Architect, NYC, 1973-1978 & 1996-2000
Partner, Design Collaborative, NYC, 1978-1983
Partner, Karahan/Schwarting Architecture Company, NYC, 1983-1996
Partner, Campani and Schwarting Architects, Port Jefferson, NY, 2000-present

Licenses/Registration:

New York State #011807 – 1972

Selected Publications and Recent Research:

Morality and Reality: In Search of the Better Argument, Via 10: Ethics in Architecture, U. of Pennsylvania, 1990
Ulterior Motives: the Possibility of a Second Agenda in Architecture, Modulus 21: Politics and Architecture, U. of Virginia, 1991
The State of the City, ASCA Conference publication, 1999
Project published in Architectural Record, 10/02
Jon Michel Schwarting-Architects Projects 1970-2005, exhibition & catalogue, 2005
Contextualism in Context, New York/Milano: designo per la città nella ragione urbana, Alinea Editrice, 2007

Professional Memberships:

The Architectural League of New York, Executive Committee, 1980-1984
Van Alen Institute, NYC, Board of Trustees 1991-1999
American Academy in Rome, Trustee Emeritus, 1994-present

Name: Liviu Schwartz, PE

Courses Taught:

ARCH 211 Statics and Strength of Materials

Educational Credentials:

B.Sc. Civil Engineering – Structures Technion – Institute of Technology, Haifa, Israel,
1969

Teaching Experience:

Technion-Israel Institute of Technology, 1965

Adjunct Professor, New York Institute of Technology, 1993 – present

Professional Experience:

Robert Silman Associates, New York, Washington DC, and Boston, Senior Associate,
1966 – present

Stanley H. Goldstein Engineers, Exec. Vice President, New York, 1976-1996

LeMessurier Associates, New York and Boston, Senior Engineer, 1974-1976

Lev Zetlin Associates, New York, Project Engineer, 1971-1974

Europeene D'Enterprises, Paris-France, Project Engineer, 1969-1971

Licenses/Registration:

New York State P.E. #53426 - 1975

New Jersey P.E. #27915 - 1978

Israel

Selected Publications and Recent Research:

NA

Professional Memberships:

Structural Engineers of New York

New York Association of Consulting Engineers of New York

American Institute of Steel Construction

Name: Michael Sciara

Courses Taught:

AAID 240 Visualization II

Educational Credentials:

B.Arch, New York Institute of Technology, 2002

M.Arch, New York Institute of Technology, 2003

Teaching Experience:

Adjunct Assistant Professor, SUNY Farmingdale, 2007 – present

Adjunct Assistant Professor, New York Institute of Technology, 2008 – 2009

Professional Experience:

Architectural Designer, The Thomas Group, Farmingdale, NY, 1998-2002

Junior Architect, Baldassano Architectural Group, Ronkonkoma, NY, 2000-2002

Jr. Project Manager, Anthony S. DiProperzio Architects, Mineola, NY, 2002-2007

Project Manager, McGuire Group Architects, Garden City, NY, 2007

Project Architect/Manager, JRS Architects, Mineola, NY 2007- present

Licenses/Registration:

New York State # 031986 - 2007

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Donna Selene Seftel, RA

Courses Taught:

AAID 140 Visualization I
ARCH 301 Architectural Design III
ARCH 302 Architectural Design IV

Educational Credentials:

B.Arch., Cornell University, 1974 -1980
Columbia University, Berlin Summer Academy, Royal Danish Academy of fine Arts –
architecture and film direction at New School for Social Research

Teaching Experience:

Guest Critic and Lecturer: Columbia Univ., Cornell Univ., RISD, Penn State Univ., NJIT,
NYIT, Parsons School of Design, Hochschule fur Kunst - Linz, Royal Technische Inst.
- Stockholm, RMIT Melbourne, Queensland Univ. - Brisbane, Studio LOT - Vienna,
Cooper Hewitt Museum, Architectural League of NY Florida International Univ. –
Miami, ASID/NY - Green Design
Adjunct Instructor, New York Institute of Technology, 2009-present

Professional Experience:

Junior Architect, Shlomo Aronson Landscape Architects 1978
Junior Architect, Walker Group, 1980-81
Project Architect, Stelle and Gluckman Architects, 1982-84
Project Architect, Naomi Leff and Associates, 1984
Project Architect, Steven Holl Architects 1985-86
Donna Seftel Architects 1986-present

Licenses/Registration:

New York State #017160 - 1984
New Jersey# 21A100928200 - 1985

Selected Publications and Recent Research:

DOMUS Magazine, Architecture Record, New York Times, The Un-Private House -
MOMA Catalogue, New Schools for New York, Vacant Lots, Project DMZ –
Storefront for Art and Architecture, Wall St. Journal, Nihon Sheizei Kinbun, et al.
Teaching at Mott Hall w/ Mojdeh Baratloo - New York Foundation for the Arts Grant

Professional Memberships:

Architectural League of NY

Name: Kevin Seymour, RA, LEED AP

Courses Taught:

AAID 240 Visualization II

Educational Credentials:

Bachelor of Architecture, University of Texas at Austin, 1996

Master of Science of Historic Preservation, Columbia University, 2002

Teaching Experience:

Instructor, Institute of Design and Construction, 2004 - 2007

Adjunct Associate Professor, New York Institute of Technology, 2008

Professional Experience:

Grossman Design Group, Architectural Designer, 1996 - 1998

Gensler, Architectural Designer, 1998 – 2000

Jan Hird Pokorny Associates, Architects, 2002 – Present

Licenses/Registration:

New York State #031870 - 2007

Selected Publications and Recent Research:

NA

Professional Memberships:

American Institute of Architects

Name: Susan Jane Sloan

Courses Taught:

ARCH 301 Architectural Design III
ARCH 302 Architectural Design IV

Educational Credentials:

Bachelor of Architecture, Tulane University, 1999
Master of Science of Advanced Architectural Design, 2004

Teaching Experience:

Instructor, Columbia University, 2004
Adjunct Assistant Professor, New York Institute of Technology 2007-2009

Professional Experience:

Architecture Research Office, 2001 - 2002
Triarch Architects, 2002 – 2003
Skidmore, Owings, & Merrill, 2004 – 2007
SLO.VIS Architects, 2007 – Present

Licenses/Registration:

NA

Selected Publications and Recent Research:

Brooklyn Exchanges, Graham Foundation Grant, 2008

Professional Memberships

The Metropolitan Exchange

Name: Roger P. Smith, AIA., LEED AP

Courses Taught:

ARCH 481 Professional Practice

Educational Credentials:

Bachelor of Architecture, New York Institute of Technology, 1978

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology 2005 - Present

Professional Experience:

Burton, Behrendt, and Smith, Architects (Principal), 1985 - Present

Licenses/Registration:

New York State #016514 - 1983

Virginia

Maryland

Connecticut

Rhode Island

Massachusetts

New Jersey

NCARB Certified.

Selected Publications and Recent Research:

NA

Professional Memberships

American Institute of Architects (AIA)

Friends of the NYIT School of Architecture and Interior Design

U. S. Green Building Council (USG BC)

Council of Educational Facility Planners International (CEFPI)

Name: Barry Stein

Courses Taught:

AAID 140 Visualization I

Educational Credentials:

B.Arch, The Cooper Union – 1980

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2008

Professional Experience:

Wurmfeld Associates – 1981-1982

Architectural Consultant – 1982-1995

Peter L. Will Architect, PC – 1985-1992

STV Group, Inc – 1994-1998

Cook + Fox Architect – 1998-2008

Licenses/Registration:

New York State # 023647 - 1993

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Elizabeth Stoel, LEED AP

Courses Taught:

AAID 101 Design Fundamentals I
AAID 140 Visualization I

Educational Credentials:

A.B., Princeton University, 1998
M.Arch., Harvard University, 2006

Teaching Experience:

Instructor, Harvard Graduate School of Design Career Discovery Program, 2005
Assistant Professor, Parsons the New School of Design, 2007
Visiting Assistant Professor, Pratt Institute, 2009-2010
Adjunct Instructor, New York Institute of Technology, 2009-present

Professional Experience:

Designer, Alan Wanzenberg Architect, 1998-1999
Designer, Ralph Lerner Architect, 1999-2000
Designer, Imrey Culbert Architects, 2000-2002
Harvard GSD Community Service Fellow, Van Alen Institute, Summer 2004
Junior Architect, Architecture Research Office, 2006
Associate, SCAPE Landscape Architecture PLLC, 2006-2009
Project Editor, *Praxis Journal of Writing and Building*, 2006-present

Licenses/Registration:

LEED AP

Selected Publications and Recent Research:

"Museum Matrix," *Praxis Journal of Writing and Building*, Issue 7, 2005.
"Liner Notes: Made in NYC," *Praxis Journal of Writing and Building*, Issue 9, October 2007
"MAAP-Making: Yellow Arrow," *Praxis Journal of Writing and Building*, Issue 10, October 2008
"Rafael Lozano-Hemmer: Urban Projections," *Praxis Journal of Writing and Building*, Issue 10, October 2008
Somerville Topiary Farm, public art installation, Somerville, MA, January 2010

Professional Memberships:

USGBC

Name: Gerald Stramowski, Associate AIA

Courses Taught:

ARCH 221 Building Construction I

ARCH 222 Building Construction II

ARCH 327 Computer Aided Construction Drawing

Educational Credentials:

B.Arch., New York Institute of Technology, 2006

Teaching Experience:

Adjunct Instructor, New York Institute of Technology, 2009 – present

Professional Experience:

Junior Architectural Professional, Skidmore, Owings & Merrill, New York, NY, 2006 – present

Architectural Designer, The Thomas Group, Farmingdale, NY, 2005-2006

Design Consultant, Draftsman, Searles, Stromski, Associates, Rocky Point, NY, 2003-2005

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

The American Institute of Architects, Associate Member

Name: Keith Striga, AIA

Courses Taught:

ARCH 221 Building Construction I
ARCH 222 Building Construction II
ARCH 291 Special Studies in Architecture - Photoshop
ARCH 327 Computer Aided Construction Drawings
ARCH 340 Visualization III

Educational Credentials:

B.Arch., New York Institute of Technology, 1998

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2000 - present

Professional Experience:

Architect, Principal Striga Architecture, 2009- present
Owner, Striga & Associates, 2006-2009
Designer, Wet-Paint FX, Inc.-2001-2006
The Sear Brown Group, 1998-2001

Licenses/Registration:

New York State #031117 - 2006
Florida #AR93762 – 2007
NCARB Certificate #62369

Selected Publications and Recent Research:

2004 Newsday
2004 eOculus
2004 Lower Manhattan Development Corporation Website
2005 Long Island Press Article
2006 Sketch Up Image Gallery

Professional Memberships:

The American Institute of Architects
National Council of Architectural Registration Boards

Name: Evan M. Supcoff, AIA

Courses Taught:

ARCH 481 Professional Practice

Educational Credentials:

B.A., Harvard University, 1988

M. Arch., Yale University, 1993

Teaching Experience:

Instructor, Drexel University Department of Architecture, 1998

Adjunct Associate Professor, City College of New York School of Architecture, 2006-2008

Adjunct Assistant Professor, New York Institute of Technology, 2009 – present

Professional Experience:

Associate, H2L2 Architects/Planners, Philadelphia, 1993-1998

Managing Associate, H2L2 Architects/Planners, New York, 1998-2000

Principal Architect/Associate Vice President, HNTB Architecture Inc., New York, 2000-2008

Senior Associate and Studio Manager, Tsao & McKown Architects PC, New York 2008 - present

Licenses/Registration:

New York State # 026708-1 - 1998

Pennsylvania

New Jersey # 21AI01681200 - 2005

New Hampshire

Selected Publications and Recent Research:

Perspecta 30: Settlement Patterns, The Yale Architectural Journal, MIT Press, 1999.

Co-Editor

Professional Memberships:

The American Institute of Architects

Institute for Urban Design

Design Corps

Name: Anthony P. Taddeo, PE

Courses Taught:

Arch 311 Structural Steel Design

Educational Credentials:

Bachelor of Civil Engineering, New York University – 1957

Masters in Urban Planning – New York University – 1973

Teaching Experience:

Adjunct Associate Professor, Hofstra University, School of Engineering, 1994 -1995

Adjunct Lecturer, Queensborough Community College, 1996 - 1997

Adjunct Associate Professor, SUNY Farmingdale, College of Technology, 1990 - present

Adjunct Associate Professor, New York Institute of Technology, 1990 - present

Adjunct Associate Professor, Suffolk County Community College, 1998 - present

Professional Experience:

U.S. Department of Health and Human Services, 1967-1989 (Retired)

Department of HUD, Housing and Home Finance Agency, 1961-1967

Area Public Works Office, US Navy, 1960-1961

US Department of Army, Plans and Project Section, 1958-1960

New York City Transit Authority, 1957-1958

Licenses/Registration:

New York State P.E. #042348-1 – 1965

Vermont #018-0002091 - 1965

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Brian Brace Taylor, Ph.D.

Courses Taught:

AAID 160 Introduction to History, Theory, and Criticism in Architecture
ARCH 162 Survey History of Architectural History II
ARCH 361 Architecture History and Theory Seminar
ARCH 726 Case Studies in Urbanism/Suburbanism

Educational Credentials:

B.A. Amherst College, 1965
M.A. Harvard University GSAS, 1967
Ph.D. Harvard University GSAS, 1974

Teaching Experience:

Professor, Ecole d'architecture Paris-Belleville, Paris, 1974-1998
Visiting Professor, University of Pennsylvania, 1999-2000
Visiting Professor, City College of New York, New York, 1999-2000
Associate Professor, New York Institute of Technology, New York, 2000-2003
Professor, New York Institute of Technology, New York, 2003-present

Professional Experience:

Consultant, Michel Ecochard, Architects/Planners, Paris, 1973-74
Consultant, James Cubitt, Architect/Planners, London/Benghazi, 1979-80
Consultant, Aga Khan Trust for Culture (Award for Architecture), Geneva, 1980-91

Licenses/Registration:

NA

Selected Publications and Recent Research:

Pessac of Le Corbusier, Officina edizioni, Rome, 1974
City of Refuge, University of Chicago Press, Chicago, 1987
Pierre Chareau, Architect/Designer, Taschen, 1992
Geoffrey Bawa, Thames & Hudson, London, 1995
CIAM 9, "Van Eyck & Habraken", Imbernon, Marseille, 2006

Professional Memberships:

Society of Architectural Historians

Name: Alex Terzich

Courses Taught:

AAID 140 Visualization I
ARCH 301 Architectural Design III
ARCH 340 Visualization III

Educational Credentials:

BA Philosophy, University of California, Santa Cruz, 1997
BA Architecture, University of Minnesota, Twin Cities, 2000
M. Arch., University of Minnesota, Twin Cities, 2003

Teaching Experience:

University of Minnesota Design Institute, 2003
University of Minnesota, School of Architecture, 2003
Assistant Instructor, Princeton University, 2005-2006
University of Minnesota Design Institute, 2007
University of Minnesota, School of Architecture, 2007
Adjunct Instructor, New York Institute of Technology, 2009

Professional Experience:

Conway + Schulte Architects, Intern, Minneapolis, MN, 2002
Design Institute, Research Fellow, University of Minnesota, 2003
Lewis.Tsurumaki.Lewis, Associate, New York, NY, 2004-2006
Front Inc., Façade Designer and Project Consultant, New York, NY, 2007-2009

Licenses/Registration:

NA

Selected Publications and Recent Research:

Crossing Campus, *ELSE/WHERE: MAPPING*, University of Minnesota Design Institute, 2006
Instruments of Uncertainty, *ELSE/WHERE: MAPPING*, University of Minnesota Design Institute, 2006
Palpate Urbanism, Knowledge Circuit, University of Minnesota Design Institute, October Issue, 2006
Transversing Design Now, Core &&, January Issue, 2007
Yours, Mine and the Future's, I.D. Magazine, November/December Issue, 2007
Love Objects: A Review of MOMA's "*Design and the Elastic Mind*", Core 77, March Issue, 2008
United We Show, I.D. Magazine, May Issue, 2008

Professional Memberships:

NA

Name: Pat Tine

Courses Taught:

ARCH 101 Design Fundamentals I
ARCH 102 Design Fundamentals II
ARCH 140 Visualization I

Educational Credentials:

Master of Architecture, Columbia University
Bachelor of Fine Arts, Cornell University

Teaching Experience:

Instructor, New York Institute of Technology, 2007 - 2009
Instructor, Columbia University, Graduate School of Architecture and Planning, 1979-1982

Professional Experience:

Hillier Architecture, 1994-2003
Robert A.M. Stern, Architects, 1985-1990
David Prednergast, 1984
Davis Brody and Associates, 1977 - 1979

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships

NA

Name: Nat Tocci, PE

Courses Taught:

ARCH 221, Building Construction I
ARCH 222, Building Construction II

Educational Credentials:

Master of Science in Structural Engineering, University of California, Berkeley, 2004
Bachelor of Science in Civil Engineering, University of Massachusetts, Lowell, 2003
Bachelor of Science in mathematics, Fitchburg State College, 2000

Teaching Experience:

Instructor, New York Institute of Technology, 2008

Professional Experience:

Desimone Consulting Engineers, 2004 – Present

Licenses/Registration:

New York State

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Peter Tymus, Associate AIA

Courses Taught:

ARCH 221 Building Construction I
ARCH 222 Building Construction II
ARCH 471 Construction Supervision & Management
ARCH 475 Computer Aided Management and Administration

Educational Credentials:

B.Eng., Stevens Institute of Technology, 1981
Turner Construction Company, (Turner University) 1980 – 2002 (3000 hours)

Teaching Experience:

Guest Lecturer, Brooklyn Technical High School, Brooklyn, NY, 2005-2006
Faculty Lecturer, Lorman Educational Services, 2004 – 2006
Adjunct Professor, NYIT, Old Westbury, NY, 2004 - present
Adjunct Assistant Professor, Long Island University, Brooklyn, NY, 2009-present

Professional Experience:

Intern, Buildings & Grounds Department - Stevens Institute of Technology, Hoboken, NJ
1978
Field Engineer – Frank Briscoe Company, Roseland, NJ 1979 - 1980
Assistant Engineer – Project Manager – Turner Construction Company, NY, NY
1980 – 1995
Project Executive – Turner Construction Company, NY, NY 1996 – 2000
General Manager – Turner Construction Company –
New York State Educational Facilities Division, 2000 - 2002
Associate Vice President for Capital Projects – Office of the President –
Long Island University, 2002-present

Licenses/Registration:

New York City Department of Buildings – Site Safety Manager, Feb, 1996

Selected Publications and Recent Research:

Interview - Sustainable Construction Projects on Long Island, (New York Times, 2003).
Interview – Wellness, Recreation, Athletic Center, Brooklyn, NY (News 12 Brooklyn,
2006)
Interview – Wellness, Recreation, Athletic Center, Brooklyn, NY (MSG-TV Network,
2007)
Research – Purchasing Economies for Buildings & Grounds, (Long Island University,
2009- present)

Professional Memberships:

The American Institute of Architects (AIA)
Urban Land Institute (ULI)
Society of College and University Planners (SCUP)
United States Green Building Council (USGBC)
Society of Military Engineers (SAME)

Name: Nader Vossoughian, Ph.D.

Courses Taught:

AAID 160 Introduction to History, Theory and Criticism in Architecture
ARCH 161 Survey History of Architecture I
ARCH 162 Survey History of Architecture II
ARCH 361 Architectural History and Theory Seminar
ARCH 362 City Planning
"Bicycle World" -- Netherlands Summer Studio (2010) Co-Directed with Lars Fischer

Educational Credentials:

B.A., Swarthmore College, Philosophy and German Literature, 1995
M.A., German Studies, Columbia University, 1998
M. Phil., Architecture (History and Theory), Columbia University, 2001
Ph.D., Architecture (History and Theory), Columbia University, 2004

Teaching Experience:

Associate Faculty, Barnard College, 1998
Lecturer and Preceptor, Columbia University, 1998-2002
Adjunct Assistant Professor, Columbia University, 2004
Assistant Professor New York Institute of Technology, 2005-present

Professional Experience:

Guest Curator, Stroom den Haag, The Netherlands, 2008
Guest Curator, AIA Center for Architecture, New York, 2009
Guest Curator, MAK Center for Art and Architecture, Los Angeles, 2009-2010
Guest Curator, Museum of Applied Arts (MAK), Vienna, 2010

Licenses/Registration:

NA

Selected Publications and Recent Research:

"The Language of the World Museum: Otto Neurath, Paul Otlet, Le Corbusier." *Transnational Associations* 1–2 (January/June 2003): 82–93.
"Mapping the Modern City: Otto Neurath, the International Congress of Modern Architecture (CIAM), and the Language of Urban Planning (1931–1935)." *Design Issues* 22:3 (Summer 2006): 48–65
"Improvised Urbanisms: Democracy and Power in the Informal City." *Scapes* (Fall 2007): 14–25.
"The War Economy and the War Museum: Otto Neurath and the Museum of War Economy in Leipzig." *Otto Neurath's Economic Writings*. Eds., Elisabeth Nemeth, Stefan W. Schmitz, and Thomas Uebel. Frankfurt: Springer, 2008. 131–139.
"The Modern Museum in the Age of its Mechanical Reproducibility: Otto Neurath and the Museum of Society and Economy." *European Modernism and the Information Society*. Ed., Boyd Rayward. London: Ashgate, 2008. 241–255.
"Die Architektur der wissenschaftlichen Weltauffassung: Otto Neurath, Josef Frank und die Philosophie des Logischen Positivismus." In *Josef Frank 1885–1967: Eine Moderne der Unordnung*. Salzburg: Verlag Anton Pustet, 2008
Otto Neurath: The Language of the Global Polis. Rotterdam: NAi, 2008.
"The Temporary City: Camps, Cowboy Urbanism, and Burning Man." *Hunch* (fall 2009).

Professional Memberships:

NA

Name: Brad Walters

Courses Taught:

ARCH 160, Introduction to History, Theory, and Criticism in Architecture

Educational Credentials:

Master of Environmental Design, Yale University, 2004

Teaching Experience:

Instructor, New York Institute of Technology, 2008

Professional Experience:

NA

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Greta Weil, AIA

Courses Taught:

AAID 102 Design Fundamentals II

Educational Credentials:

B.A., Fine Arts Boston University, 1974

M Arch., Columbia University, 1980

Teaching Experience:

Adjunct Assistant Professor, New York Institute of Technology, 2010

Professional Experience:

Project Architect: Richard Meier and Partners 1980-1982

Senior Designer: Kohn Pederson Fox, 1982-1992

Partner: Weil Friedman Architects, 1992-present

Licenses/Registration:

New York State #019818 - 1988

Selected Publications and Recent Research:

NA

Professional Memberships:

The American Institute of Architects

Institute of Classical Architecture

Name: James Wiesenfeld, BSCE, MS, PE

Courses Taught:

DSGN 211 Structures
ARCH 211 Statics and Strength of Materials
ARCH 311 Structural Steel Design
ARCH 312 Reinforced Concrete Design
ARCH 313 Structural Timber Design
ARCH 376 Energy Conservation
ARCH 411 Advanced Structural Concepts I
ARCH 412 Advanced Structural Concepts II
ARCH 476 Modern Construction Technologies

Educational Credentials:

B.S.C.E., State University of New York at Buffalo, 1975
Graduate Study - Polytechnic University (Civil Engineering)
New York Institute of Technology (Energy Management)

Teaching Experience:

Assistant Professor, New York Institute of Technology, 1980-1997
Professor, New York Institute of Technology, 1997- present

Professional Experience:

Throop & Feiden, 1981 - 1985
Wiesenfeld & Leon, 1986 - 1989
James Wiesenfeld & Associates, 1984- Present

Licenses/Registration:

New York State P.E. #57627 – 1980
New Jersey P.E. #26946 - 1981
Massachusetts P.E. #32543 - 1986
Connecticut P.E. #19730 - 1996

Selected Publications and Recent Research:

Pressures Generated by a Large Explosive Blast, Kurt Wiesenfeld, Ph.D. and James Wiesenfeld, PE, Privately Commissioned Research Project for American Defense Systems, Inc.
Citistorage Corporate Headquarters & Storage Facility - NYC. Article in Metalworks May 2001. Firm: Wiesenfeld/Berge – Consulting Engineers.
Red Hook Community Justice Center. - AIA's "Justice Facilities Review 2002-2003". James Wiesenfeld & Associates – Consulting Engineers.
Flight 800 Memorial – Smith Point Park, ARCHI AWARD

Professional Memberships:

American Institute of Steel Construction
American Association of University Professors

Name: Christopher Yost, LEED AP

Courses Taught:

AAID 101 Design Fundamentals I
ARCH 201 Architectural Design I

Educational Credentials:

B.Arch, University of Kentucky, 2000
M.Arch, Yale School of Architecture, 2005

Teaching Experience:

University of Kentucky, 1999-2000
Yale School of Architecture, 2004
Adjunct Instructor, New York Institute of Technology, 2008-present

Professional Experience:

Bravura Corporation, Louisville, Kentucky – 2000-2001
Murphy Burnham & Buttrick Architects, NY, NY - 2001-2003
Yale Urban Design Workshop, New Haven, CT – 2003-2005
Deborah Berke & Partners Architects, NY, NY – 2005-present

Licenses/Registration:

LEED
IDP

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

Name: Thomas Julliard Zoli

Courses Taught:

ARCH 240, Visualization II

Educational Credentials:

Master of Architecture, Syracuse University, 1998

Bachelor of Art in Architecture, Lehigh University, 1994

Teaching Experience:

Instructor, New York Institute of Technology, 2008

Professional Experience:

Etkin Fitzgerald Studio, 2005 - Present

Peter Guck, Architect, 2003 - 2005

Gluckman Myner Architects, 2000 – 2003

Skidmore, Owings, and Merrill, 1998 - 2000

Licenses/Registration:

NA

Selected Publications and Recent Research:

NA

Professional Memberships:

NA

PART Four (IV): SUPPLEMENTAL INFORMATION

IV.3 Visiting Team Report

Available in Team Room.

IV.3.a Program Response to the Final Draft Visiting Team Report

Available in Team Room.

IV.4 Catalog

NYIT's Under Graduate Catalog can be found online at:

Catalog: http://www.nyit.edu/images/uploads/admissions/Catalog_undergrad0910.pdf

IV.5 Response to Offsite Questionnaire

NYIT has a campus in Old Westbury Long Island and a Campus in Manhattan New York. Both sites are administered by one Dean. The curriculum is the same for both locations (one curriculum committee, one grievance committee, and one admissions committee). Faculty often teach at both locations and students can take classes at both locations.

Name of Institution:	NYIT School of Architecture and Design
Title of Degree:	Bachelor of Architecture
Name of Program Administrator:	Dean Judith DiMaio AIA
Name of Person Completing this Form:	Associate Dean Frank Mruk AIA, RIBA
Location of Branch Campus:	1855 Broadway, New York, NY 10023
Distance from Main/Flagship Campus:	23 miles
Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered:	All Courses Offered (see catalog) http://www.nyit.edu/images/uploads/academics/Catalog_undergrad0910.pdf
Who has administrative responsibility for the program at the branch campus?	Dean Judith DiMaio AIA
To whom does this individual report?	Dr. Richard Pizer Provost and Vice President for Academic Affairs
Where are financial decisions made?	Both Campuses
Who is responsible for hiring faculty?	Dean Judith DiMaio AIA & Curriculum Committee
Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?	Dean Judith DiMaio AIA & SPC
Does the branch campus have its own curriculum committee?	No
Does the branch campus have its own admissions committee?	No
Does the branch campus have its own grievance committee?	No
Does the branch campus have its own resources for faculty research and scholarship?	No
Does the branch campus have its own AIAS or NOMAS chapter?	Yes
Does the branch campus maintain its Own membership in ACSA?	No