NAAB National Architectural Accrediting Board

Architecture Program Report (APR) – Two Programs

2020 Conditions for Accreditation / 2020 Procedures for Accreditation

Submission Requirements:

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

Institution	
Name of Academic Unit	New York Institute of Technology – School of Architecture and Design
Date of APR Submission	**02/28/2025**
Degrees Described in the APR **Track(s)** *Include all tracks offered by the program under the respective degree, including total number of credits required for completion. Examples of tracks:* • *150 semester undergraduate credit hours* • *Undergraduate degree with architecture major + 60 graduate semester credit hours* • *Undergraduate degree with non-architecture major + 90 graduate semester credit hours*	☒ Bachelor of Architecture Track: ☒ Master of Architecture **Track: I** - UG degree with non- architecture major + 90 graduate semester credit hours **Track: 2** – UG degree with architecture major + 60 graduate semester credit hours ☐ Doctor of Architecture Track: Track:
Application for Accreditation	B.Arch - Continuing Accreditation; M.Arch - First Term of Continuing Accreditation
Year of Previous Visit	B.Arch. 2017; M.Arch. 2022
Current Term of Accreditation *(refer to most recent decision letter)*	B.Arch - Continuing Accreditation (Eight-Year Term) M.Arch - Initial Accreditation (Three-Year term)
Program Director/Administrator *Name, Title, Email*	Gertrudis Brens, Dep. Chair NYC campus (gbrens@nyit.edu) Dongsei Kim, Dep. Chair LI campus (dongsei.kim@nyit.edu) Robert Cody, M.Arch Director (rcody@nyit.edu)
Dean *Name, Title, Email*	Maria R. Perbellini, Dean (maria.perbellini@nyit.edu)
Provost/Chief Academic Officer *Name, Title, Email*	Jerry Balentine, Provost (jerry.balentine@nyit.edu)
President of the Institution *Name, Title, Email*	Henry C. Foley, President (hank.foley@nyit.edu)
Individual Submitting the APR *Name, Title, Email*	Maria Perbellini, Dean (maria.perbellini@nyit.edu)
Individual to Whom Questions Should Be Directed *Name, Title, Email*	Giovanni Santamaria, Associate Dean Academic Operations (gsantama@nyit.edu)

Submission Requirements:

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- The APR-IA must not exceed 20 MB and 150 pages
- The APR-IA template document shall not be reformatted

INTRODUCTION
(limit 5 pages)

Progress Since the Previous Visit

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met cited in the most recent VTR.
The APR must include the exact text quoted from the previous VTR, as well as the summary of activities. Responses which are applicable to both programs can be included as 'Overall' statements, with any information which is distinct to the respective programs included separately.

Program Response:
Overall

B.Arch.:
The 2017 NAAB visiting team cited two "Non Met" conditions (2014 Conditions) for the B.Arch. program:

SPC A.7 History and Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors

SPC A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

In response, the New York Institute of Technology (New York Tech - NYIT) School of Architecture and Design (SoAD) conducted a thorough review of the History curriculum, using feedback, peer benchmarking, and research in the field to identify weaknesses and improve the program, particularly regarding SPCs A.7 and A.8. Faculty discussions focused on refining assignments, exams, and projects to better demonstrate student outcomes aligned with SPC A.7 and A.8. Quizzes and case study projects have been added to assess student knowledge and cross-cultural understanding. Case studies of global architecture precedents are now integral to coursework, fostering critical analysis and project development. Finally, in the 2018-2019 recruiting period, the School of Architecture and Design prioritized hiring a new full-time tenure-track History faculty member, selecting Dr. Hyun-Tae Jung. Dr. Jung, with expertise in Asian and non-Western architecture, was appointed Coordinator of the History sequence in the B.Arch program. He plays a key role in refining curriculum strategies to address NAAB conditions, while ensuring the integration of global and regional cultural perspectives in the program.

For **SPC A.7 History and Culture (now PC 4 History and Theory)**, the 2017 team assessment stated:

> *"The team was unable to find sufficient evidence of student achievement at the prescribed level, including within AAID 160 Intro to History, ARCH 161 Survey History Architecture, ARCH 162 Survey History Architecture II, ARCH 361 Architectural History and Theory Seminar, and ARCH 362 City Planning. The team did not find any student work or anything in the course curriculum that covered indigenous or vernacular architecture. The team requested additional evidence, which was provided by the school. The team was still unable to locate the appropriate material."*

Program Response for SPC A.7 History and Culture (now PC 4 History and Theory):
The ongoing discussions between leadership, history-theory course coordinators, and faculty have led to significant curricular improvements in the B.Arch curriculum, which in turn informed positive considerations for the newly developed M.Arch program (initial accreditation in 2020). The History of Architecture course updates now include a

broader range of architectural and urban examples, emphasizing indigenous, vernacular, local, and regional styles. Since summer 2017, the syllabi for all History of Architecture courses have been revised for consistency and comprehensiveness. They now more clearly reference student performance criteria and learning outcomes, aligning coursework with NAAB requirements. The revised syllabi offer a more global perspective, incorporating diverse non-Western case studies and theories, with a focus on Eastern countries, Africa, and Latin America, and promoting a deeper understanding of geographically diverse historical patterns, cultural contexts, and built environments. Efforts have also been made to better link the History sequence with design studios by aligning shared precedent studies between syllabi.

Changes have included the following **updated course titles, course descriptions, and course content:**

Major Revisions: Survey courses, **ARCH 161** and **ARCH 162** and advanced history course **ARCH 362,** have undergone significant revision with redesigned titles, descriptions and content to represent our commitment to diversity, equity, and inclusion in the study of architecture. By employing a global approach to architectural history, these new courses pay special attention to non-Western, indigenous and vernacular architectural traditions.

New Course Title: ARCH 161 - Global History of Architecture I
New Course Description: See links here: B.Arch

Course content changes: Weekly assignments, including home tests, writings, precedent analysis, and diagramming, focus on architectural examples from around the world. The course emphasizes comparative cultural awareness and understanding building typologies globally, with sketching assignments on case studies to enhance analysis of indigenous and vernacular architecture. Since the summer 2020, there has been also deeper coordination with second-year design studios (**ARCH 201** (UG) / **ARCH 202** (UG)), expanding the study of global architecture precedents.

New Course Title: ARCH 162 - Global History of Architecture II
New Course Description: See links here: B.Arch

Course content changes: As a continuation of ARCH 161, this course has been revised to explore various regional tendencies within modernism, including the International Style, early European Modernism, and movements in Brazil, India, and other regions. It provides a nuanced understanding of modernity, emphasizing how localized cultural, social, economic, and climatic forces challenge the idea of a universal architecture. The course also explores parallel and divergent architectural histories globally, encouraging students to consider the complex relationship between global architecture and indigenous or vernacular traditions. Using texts, images, and sketches, students complete topical papers, quizzes, and presentations on exemplary buildings and architectural theories from various parts of the world.

New Course Title: ARCH 362 (UG) History and Theory of the City:
New Course Description: See links here: B.Arch

Course content changes: The syllabus has been revised to provide a more global and diverse perspective, moving beyond Western cities to include a wider range of urban planning and design practices. The course covers topics such as ancient cities, Medieval urbanism, Renaissance and Baroque planning, industrial cities, the City Beautiful movement, Garden Cities, Modernism, suburban planning, and urban issues in North and West Africa, Asia, and the Global South. It also addresses informal or slum urbanism, contemporary Chinese and Asian urbanization, and the New Urbanism movement. A new exercise has been added, where students draw "sketch cards" of various city planning examples from different regions and cultures. This comparative study enables students to analyze modern and ancient cases, indigenous, vernacular, as well as global examples.

Minor Revision: AAID 160 and **ARCH 361** were revised with new syllabi and course content. The new courses provide a balanced view of architecture and urbanism while introducing underrepresented groups and regions. With multiple ARCH 361 sections, the SoAD offers architectural seminars on Latin America, Asia, and Arab as well as the Western world.

AAID 160 (UG) Introduction to History, Theory, and Criticism in Architecture and Design:

Course content changes: This introductory history course is thematic and topical rather than chronological and discusses theory, methodology, technology, construction, building systems, and other fine arts and related fields. With curricular revisions, the selection of projects and design approaches that are studied now include examples from around the world. The course engages students in discussion of relevant topics such as: Who is an architect? (to include different genders and races); Why and how do we study architectural history? (to include Western and Non-Western); What is architectural theory? (to include environmental justice and climate crisis); How do we learn from the past, the regional, and the vernacular? (to include indigenous and vernacular architecture).

ARCH 361 (UG) - Architectural History and Theory Seminar:

Course content changes: These are topical seminars and in addition to familiar topics on 20th-century modern architecture, the SoAD offers more contemporary and global subjects that challenge a Western-centric perspective. Some recent examples of **ARCH 361** seminars include:

- Modern Korean Architecture and Urbanism (**ARCH 361** in Spring 2024): The seminar aims to provide students with a comprehensive understanding of modern Korean and East Asian architecture, emphasizing how political, economic, and social factors—especially imperialism, the Cold War, and globalization—shaped these regions'-built environments.
- Architecture and Solidarity in Latin America (**ARCH 361** in Spring 2024): This seminar considers the history of architecture in Latin America and the Latin Atlantic, focusing on the cultural forms and socio-political practices that supported solidarity in the second half of the 20th century.

For **SPC A.8 History and Culture (now PC 8 Social Equity and Inclusion)**, the 2017 team assessment stated:

> *"The team was unable to find sufficient evidence of student achievement at the prescribed level, including within AAID 160 Intro to History, ARCH 161 Survey History Architecture, ARCH 162 Survey History Architecture II, ARCH 361 Architectural History and Theory Seminar, and ARCH 401 Architectural Design V. Specifically, the team did not find discussion on the social and spatial patterns that characterize different cultures. The team requested additional evidence, which was provided by the school. The team was still unable to locate the appropriate material."*

Program Response for SPC A.8 Cultural Diversity and Social Equity (now PC 8 Social Equity and Inclusion):
In response, the ongoing discussions between the New York Institute of Technology (New York Tech - NYIT) School of Architecture and Design (SoAD) leadership, course coordinators, and faculty have led to significant curricular improvements in the B.Arch curriculum, which in turn informed positive considerations for the newly developed M.Arch program (initial accreditation in 2020). The revised History and Theory sequence now provides students with a comprehensive understanding of the social, cultural, economic, and political forces shaping architecture worldwide. It encourages reflection on diversity, equity, and inclusion, while promoting awareness of social and environmental justice, sustainable transformation, and ethical, technological, and ecological issues in the architectural profession. Faculty engage in ongoing revision and assessment through feedback summaries, which are compiled into semester reports and discussed with the Dean and SoAD leadership. Changes have included the following **Updated course content:**

AAID 160 (UG) Introduction to History, Theory, and Criticism in Architecture and Design:

Course content changes: New assignments and case studies focused on social equity, justice, and diversity have been introduced, beginning with a deeper understanding of physical contexts and historical processes. The first five lectures have been revised to cover the fundamentals of architecture, practice, and culture, using global examples from the twentieth century. Topical lectures by invited experts with diverse cultural and professional backgrounds are shared across all course sections, fostering broader discussions. These lectures provide students with a multidisciplinary perspective and expose them to a wide range of expertise, enhancing their learning experience.

ARCH 161 - Global History of Architecture I:

Course content changes: The course focus has been adjusted to deepen understanding of how civilizations worldwide began, their ideas, social structures, and political hierarchies, addressing issues of social equity, spiritual, and cultural developments. The updated syllabus expands weekly content, examples, and geographic locations, comparing them globally while maintaining their specific contexts to integrate international perspectives.

ARCH 162 - Global History of Architecture II:

Course content changes: To address cultural diversity and social equity, city walks have been introduced as a teaching method, using New York City as a laboratory to observe social and economic inequities in an experiential learning context. These walks foster discussions on the social role of architecture and the city. Modernism's roots and its social impact are explored through visits to key public housing projects in NYC, alongside international case studies discussed in the classroom.

ARCH 361 - Architectural History and Theory Seminar:

Course content changes: These topical seminars have been updated to include more contemporary and global subjects that challenge a Western-centric perspective.

ARCH 362 (UG) History and Theory of the City:

Course content changes: Although not initially listed in the NAAB 2017 VTR as a course that did not meet SPC A.8, ARCH 362 addresses the criteria by exploring concepts of socially equitable and accessible urban planning, cross-cultural urban diversity, and environmental responsibility. It offers a comparative historical and global survey of settlements from ancient times to the present, examining the economic, political, and social conditions of each era.

ARCH 402 (UG) Architectural Design V (community design):

Course content changes: The community design studio is now offered in ARCH 402, replacing its previous location in ARCH 401 from the previous 2017 NAAB visit. It provides students with an opportunity to engage in community-based projects in New York City, addressing social equity and inclusion through the lens of climate, economic resilience, sustainability, and social order. Recent design studio sites include socioeconomically and environmentally vulnerable communities in Flatbush, Brooklyn; Inwood, NYC; and the South Bronx, NY. Students conduct interviews with residents and activists, gaining insight into diversity and social equity issues. The studio explores the impacts of gentrification, subsidized housing, and re-zoning, as well as the displacement of vulnerable groups. The final review takes place off-site with community groups and experts acting as jurors, evaluating projects based on resilience and social relevance.

M.Arch.:
The 2022 NAAB visiting team granted Initial Accreditation with all conditions met.

Since the last visit, there have been no changes to the structure of the program, only adjustments according to the process of continuous self-assessment.

Program Changes

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

Program Response:
Overall

The B.Arch and M.Arch programs have continued to develop a robust structure for program-level and course-level assessment with rubrics, surveys, scorecards, and questionnaires. Assessment is performed internally through shared reviews within each course and across course sequences, as well as with external reviews with invited guests from academic and professional environments. A more rigorous and organized system of archiving non-curricular activities (e.g. committee meeting minutes; special lectures and events recordings; alumni outreach and mentorship events; workshops and inter-school/external collaborations), degree map course materials (e.g. syllabi; scorecards; faculty and course coordinator self-assessments; student assessments), faculty teaching materials across sections (e.g. lectures and PowerPoints; compliance teaching strategies; quizzes/exams; assignments; visual material of guest lectures or special events), and student work per semester (e.g. student course portfolios for SC.5 and SC.6; annual SoAD "Atmosphere" publication archiving of exemplary curricular and extracurricular activities; student work collected for pre-semester and post-semester meetings between course coordinators, faculty, and SoAD administration for assessment, and documented recommendations). Syllabi across the B.Arch and M.Arch Curricula have also been standardized with a template that requires each course to clearly list course description, schedule, learning outcomes, and grading rubrics. Moreover, syllabi also include overall NAAB approach protocols, and definitions to guarantee a shared and collegial accessibility to crucial information and knowledge in this regard also reiterated during orientation and coordination meetings with students of each academic level. Syllabi clearly indicate program and student criteria assigned and mapped specifically to assignments that identify evidence, and overall program NAAB matrix to ensure that courses are delivering content that meets criteria.

B.Arch.:
The Accreditation Conditions have changed since the previous 2017 NAAB visit for the B.Arch program. We recognize that the now current 2020 Conditions and Procedures have notable differences in contents and structure, and several adjustments have been made to the B.Arch program in response. These changes in Accreditation Conditions were verified and positively assessed through the newly developed M.Arch program which received Initial Accreditation in 2022, which helped with the implementation of the new AC in our B.Arch program.

Within the B.Arch program and within the SoAD, in general, a more integrated approach to practices and topics related to Diversity, Equity, Inclusion, and Belonging has been put in place along with strategies for continuous assessment. A deep commitment has been made to strongly foster inclusive learning environments and social responsibility across the curriculum. The role of architecture in addressing social injustices and affecting positive social impact in vulnerable communities and marginalized populations is deeply embedded in several upper-level design studios (**ARCH 402, ARCH 501, ARCH 502**), in the history-theory sequence, and several non-curricular activities including special lectures/events and workshops.

Topics considered in the B.Arch curriculum have been expanded to include contemporary issues of climate action, sustainability, globalization, and equity. Therefore, students are taught to consider the role of design in broader and

various social, cultural, and environmental contexts. The thesis capstone studios (ARCH 501 and 502) have recently engaged students in research topics related to United Nations Sustainable Development Goals with a clear focus on urgent need for action related to global challenges related to climate change and resilience, energy efficiency, migration, affordable housing, inequities, and sustainable development. In addition, our visualization and technology course sequences have been updated to include emerging design, construction, digital, and fabrication technologies. Therefore, students are required to engage in parametric design, building information modeling, building performance simulation, virtual reality, and artificial intelligence. The SoAD prioritizes career-oriented education and prepares students to contribute to creating a healthier, safer, and more sustainable world.

M.Arch.:

In 2022, the M.Arch program followed the 2020 Conditions and Procedures, and we continue to implement continuous program and course-level self-assessments and improvements. Additionally, we have refined the rubrics, surveys, scorecards and questionnaires that were part of our 2022 IA review. Since our last visit, there have been no changes to the structure of the program. There were adjustments to individual courses to improve student learning outcomes in alignment with program objectives.

1—Context and Mission

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

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

Program Response:

The New York Tech School of Architecture and Design (SoAD) delivers on-campus professional programs in architecture at its New York City and Long Island Campuses. The B.Arch program is mirrored at both the NYC campus at Columbus Circle and the LI campus at Old Westbury, where it is the only accredited architecture program on Long Island. The M.Arch program is offered at the NYC campus only.

The SoAD benefits from its two locations at the heart of the NY, NJ, CT tri-state area and each campus offers a distinct, and equally dynamic learning environment for students. Together, the two campuses support varying needs and lifestyle choices and attract a diverse community of local, regional, out-of-state, and international students and faculty. A 90-minute commute connects the two for easy access via car or the Long Island Railroad. Currently, over 95% of our courses are offered in-person and on-campus.

At both locations, New York Tech's SoAD is in close proximity to countless cultural institutions and landmarks. The Long Island semi-urban campus is located 26 miles east of Manhattan in Old Westbury, surrounded by greenery and historic landmarks and in close vicinity to numerous historic Gold Coast estates and institutions like the Nassau County Museum of Art, The Parrish Art Museum and the Hecksher Museum of Art. Education Hall and Midge Karr Hall are home to SoAD with extensive facilities and space, including classrooms, fabrication labs, robotic and computer labs, a plotting shop, and a fully equipped architectural library resource center, along with offices dedicated to the leadership team, the administration, and the faculty. A convenient shuttle service connects to other neighboring, affiliated NYIT School buildings for strategic interdisciplinary overlaps and coursework and dedicated service also connects to main public transportation systems. The campus provides a tranquil setting for academic work with easy access to Manhattan's resources.

The NYC urban campus is located at 1855 Broadway in Columbus Circle, the epicenter of Manhattan and at a major public transit hub, and offers access to a wealth of architectural, cultural, and professional resources, including world-renowned museums, historical landmarks, design offices, and public spaces. Within walking distance of campus are Central Park, the Museum of Art and Design, Lincoln Center theater district, the Julliard School, the American Museum of Natural History, the American Folk Art Museum, the New-York Historical Society Museum, MoMA, Carnegie Hall, Rockefeller Center, the Javits Center, the Metropolitan Museum of Art, and the Guggenheim Museum, among many others. The New York metropolitan area serves as a hub for architecture and design, offering ample opportunities for students from both campuses to engage with professionals at institutions such as the AIA Center for Architecture, the Architectural League, the Urban Design Forum, and the Van Alen Institute. A wide range of distinguished professional architecture and design offices, design and construction industry and technology-specific resources are densely clustered in middle- to lower-Manhattan, its adjacent boroughs and New Jersey. This urban setting provides students with unparalleled opportunities for internships, lectures, and engagement with the ever-evolving design and architecture scene.

NYIT's global identity is further enriched by campuses in Jonesboro, Arkansas and Vancouver, Canada fostering international collaborations. As a city of immigrants, New York's spirit of cultural diversity and resilience shapes the curriculum and culture of the School of Architecture and Design, preparing students to excel in a rapidly changing world. This vibrant setting drives the School's focus on excellence, innovation, and renewal, deeply influencing both its pedagogy and community. Together the two campuses in New York City and in Long Island catalyze an architecture and design dynamic ecology with its social and physical infrastructure in constant evolution, and diverse layered complexities fostering critical thinking and vibrant creativity.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

New York Institute of Technology (New York Tech - NYIT) is a private, non-profit Institution of higher education founded in 1955. New York Tech offers 90+ career and tech-focused undergraduate, graduate, and professional degree programs in a variety of fields. Its six colleges and Schools include the College of Arts & Sciences, the College of Engineering and Computing Sciences, the College of Osteopathic Medicine, the School of Architecture and Design, the School of Health Professions, and the School of Management. To date, nearly 116,000+ students have graduated, spanning 110 countries. New York Tech currently enrolls approximately 8,000+ full-time students each year at its Long Island, New York City, NYITCOM-Arkansas, and Vancouver locations.

New York Tech's mission is to provide career-oriented professional education; to give all qualified students access to opportunity and to support research and scholarship that benefit the larger world. New York Tech remains committed to its long-term strategic goals of being recognized as a premier Institution of professional learning, one that contributes to society and to the community of academic, scientific, cultural, and economic institutions within the City of New York, the region, the state, and the nation, and one that serves a broadly diverse community of students.

Historical background of the NYIT School of Architecture and Design (SoAD).

From 1983 to 2006, the School of Architecture offered courses at three New York campuses: New York City, Old Westbury (LI), and Central Islip (LI). Since 2006, NYIT has consolidated academic programs at its Long Island and New York City campuses. NYIT no longer maintains facilities in Central Islip, Long Island. In 1991, the School of Communication Arts was disbanded, and the Department of Fine Arts, including Fine Arts, Graphic Arts, and Interior Design rejoined the School of Architecture to become the School of Architecture and Fine Arts. In 1995, the School was again reconfigured and consolidated, offering degrees in Architecture and Interior Design.

The Administration of the University and that of the School of Architecture and Design continues to evolve. In February 2001, following a national search, NYIT President Edward Giuliano 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. In August of 2016, following a national search, NYIT President Giuliano appointed Maria R. Perbellini, then an Associate Dean for Graduate Programs at Texas Tech University, College of Architecture, as Dean of NYIT's School of Architecture and Design. Dean Maria R. Perbellini established the SoAD's current leadership structure under her direction.

Currently, SoAD with its three departments in Architecture, Interior Design, and Digital Art and Design offers the following degrees:

- At the Undergraduate Level - Bachelor of Architecture (B.Arch); Bachelor of Science in Architectural Technologies (BSAT); Bachelor of Science in Architectural Technologies with Concentration in Construction Management (BSAT+CM); Bachelor of Science in Architectural Technology with Accelerated Path to M.Arch (BSAT+M.Arch); Bachelor of Fine Arts, Interior Design (BFA.ID) and Bachelor of Fine Arts, Interior Design + MBA (BFA.ID+MBA); Bachelor of Fine Arts, Digital Arts (BFA.DA); Bachelor of Fine Arts, Graphic Design (BFA.GD); Bachelor of Fine Arts with Game Design Concentration.
- At the Graduate Level – Master of Architecture (M.Arch); Master of Science, Architecture, Urban Design (MS.AUD); Master of Science, Health and Design (MS.HD); Master of Science, Architecture, Computational Technologies (MS.ACT); Master of Fine Arts Digital Art & Design (MFA.DAD); Master of Arts UX/UI Design and Development (MA.UX/UI); Master in Graphic Design and Media Innovation (MFA); MS in Digital Product Design, and more still forthcoming.

Currently, the SoAD has 916 students enrolled in the above listed programs, among which 44 students are enrolled in the Master of Architecture program with 18 Track I students and 26 Track II students (17 of the 44 enrolled students come from outside the U.S.); while 474 students are enrolled in the Bachelor of Architecture program (40 of the 474 enrolled students come from outside the U.S.).

Historical background of the Bachelor in Architecture (B.Arch.) program.

The history of the School of Architecture and Design dovetails with that of NYIT. In January 1973, the Board of Regents of the State of New York, in response to the perceived need for a professional degree program, authorized NYIT to offer a five-year architecture program leading to the Bachelor of Architecture. The B. Arch program was accredited to award the professional degree in 1978 and has since been in successful NAAB accreditation status.
Its most recent affirmation of accreditation occurred in 2017 with distinctions, as shown at the link below. https://www.nyit.edu/architecture/accreditation

Since its creation, the B.Arch program has gone through several curricular and pedagogical changes, consolidations, integrations, updates, and implementation of fully new courses responding and often anticipating the evolution and needs of the profession as well as to the enhancements in technologies, tools, and knowledge available, and moreover, to the organic transformations of the overall social, built, and natural environments. Among the most recent relevant changes, which involves also our BSAT and ID programs, we can consider the horizontal coordination within the first and second year between studio, visualization, history, and technology courses which fostered a positive and productive alignment in exploring contents, tools, and technologies improving the quality and depth of the work of the students and providing a more consistent dialogue among faculty and a stronger base of integrated knowledge for the courses to follow. The response to the comments in the 2017 NAAB VTR mentioned above with the implementation of a more integrated global perspective in our History-Theory sequence constitutes a further change that propagated throughout all our courses fostering a more diverse, inclusive and equitable approach as reflection also of our complex community of students, faculty and staff at SoAD, along with its immediate and larger contexts. Furthermore, a change in admission policy took place in 2019 following a recommendation by NYSED, with the introduction of direct admission to our B.Arch program upon evaluation of a Portfolio of Creative Work. The previous option to transfer to the B.Arch program from the BSAT program after the completion of the second-year design studio remains still active today.

Historical background of the M.Arch program.

In 2015, under the direction of former Dean Judith DiMaio, the School obtained initial approval from NYSED to offer an 84-credit, single-track Master of Architecture program. This program was never launched. In 2016, Dean Perbellini established a Faculty Committee to update and revise this first proposal for a M.Arch program. The Dean and the Faculty Committee recommended substantial adjustments to the program's structure and curriculum, proposing two tracks, and focusing its curriculum on both technology-driven innovation and on applications-oriented research. In spring 2017, the Dean appointed Professor David Diamond as the M.Arch Director. The program was approved by NYSED in 2018 and granted Initial Candidacy from the NAAB in March 2018. The M.Arch admitted its first student cohorts in fall 2018. An Accelerated Path from SoAD BSAT to the M.Arch was approved in 2020, offering the opportunity for students to take up to 12 credits at graduate M.Arch level while still attending their undergraduate program (starting from the 3rd year) upon evaluation of the student's GPA and portfolio. This has increased internal recruitment. Curriculum review and revision continue to empower the School's programs with academic and intellectual diversity and stronger professional engagement.

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 offered courses at our New York City and Long Island campuses, sharing spaces with the architecture program in Education Hall and 1855 Broadway until the fall of 2022, when it was located exclusively in our New York City Campus (EGGC). In 2010, the School of Architecture and Design realigned its foundation courses (courses previously shared only with BSAT students) to facilitate greater interdisciplinary/collaborative alignment between the BFA. in Interior Design, the B.Arch. and the BSAT degrees.

The Master of Science in Architecture, Urban Design program (post-professional) was authorized by the Board of Regents of the State of New York in 1997. This program is currently offered at the Manhattan campus and originally consisted of a three-semester, 36-credit curriculum, focusing on the issues of metropolitan and regional design. The name of this program was changed to Master of Science in Architecture, Urban and Regional Design in 2014. The program received in 2022 approval from the New York State Education Department for a two-semester 30-credit revised curriculum, and a new name as Master of Science in Architecture, Urban Design.

The Master of Science in Architecture, Health and Design (renamed in 2023 Master of Science in Health and Design to better correspond to its interdisciplinary nature and experimental systemic approach) and the **Master of Science in Architecture, Computational Technologies programs** (both post-professional) were launched by SoAD in 2021 as part of the plans for growth and renovation by Dean Perbellini. A SoAD IDC Foundation Endowed Chair, Alessandro Melis, the first Endowed Chair at NYIT, was appointed by Dean Perbellini and arrived in summer 2021, simultaneously serving as the academic and administrative supervisor of the School's two new MS programs.

The Department of Digital Arts and Design was integrated on September 8, 2021, into the SoAD with Chair Rozina Vavetsi, followed in 2022 by the current Chair Sung (Kevin) Park, who directs the undergraduate and graduate programs located on both the New York City and Long Island campuses. The DAD programs have been conducting proactive and substantial curriculum changes, integrations, consolidations, and creation of new programs such as the modification of the MFA Graphic Design to MFA Graphic Design and Media Innovation; the integration of the BFA + MFA Accelerated pathway and the BFA Graphic Design accelerated to MFA Graphic Design; the consolidation of offerings with the removal of the MFA Fine Arts and Technology; and the creation of new degrees, currently in progress) like the BFA Digital Arts with a concentration in Game Design and the MS in Digital Product Design. These have increased students' enrollment, retainment, and job placement after graduation, attracting new talented faculty and experts in the field.

Multidisciplinary Relationships + Institutional Community.

The student experience at NYIT inspires critical and creative thinking, learning by making experiences in technology-infused professional programs, and NYIT empowers its graduates to be innovative in addressing contemporary opportunities and challenges, and to promote positive future outcomes. NYIT additionally developed a near-range Strategic Action Plan in recognition of the unique circumstances with regard to disruptions during the COVID pandemic, to regional enrollment trends, and to advancements in education technology platforms and tools.

A distinctive feature of NYIT is its focus on proactive employment and advancement of technology. In this regard, 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, Walt Disney Feature Animation Chief Scientist Lance Williams, DreamWorks animator Hank Grebe, Netscape and Silicon Graphics founder Jim 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.

The SoAD strives to enhance its New York Tech global identity with ideas, research, and academic discourse via ongoing local and international opportunities and partnerships. Moreover, SoAD's strong commitment to excellence and innovation is also reflected in its academic programs, in its collaborations with other Schools within the Institution (School of Osteopathic Medicine, School of Management, etc.) on special projects and research, in the international workshop exchanges and agreement with other academic institutions nationally and internationally, through the travel study offerings. Relevant is also the presence of SoAD on the Middle States steering committee and working groups. The inherent cultural modus operandi of innovation and renewal drives the critical inquiry and applied research that defines the nature of our pedagogical offerings and our extra-curricular activities locally and globally.

Under Dean Perbellini's direction, the roles of Associate Deans, Department Chairs and Program Directors have been optimized to provide effective planning, shared leadership, supervision, mentorship, student advising and improvement of existing and new degree options. While technology is the heart of the innovations and initiatives launched by Dean Perbellini, the national and international exposure and prestige of all the programs that are part of SoAD have increased through the network of academic and professional connections and the participation in renowned design competitions, exhibitions, special projects, and publications. This also has been possible through a large investment in updating facilities and services available to all SoAD students, faculty, and researchers such as the renovation and expansion of the Fabrication Lab (FabLab) in the Old Westbury campus in Long Island in 2021 with state of the art tools for digital fabrication and robotics (laser cutting, 3D Printing, CNC machines, etc.); the expansion of the FabLab in the Manhattan campus in New York City in 2024, along with the creation of a Material Lab in 2023, and the implementation of the HIVE in the NYC campus with the most advanced tools for VR/ AR/ XR, AI, UX/UI. These large renovations and expansions, and the ones already approved and still in progress, have been possible through the tireless activity of fundraising and awarded grants (such as the ones from the IDC Foundation previously mentioned for example) often also matched by NYIT, that have characterized the focus of Dean Perbellini during the 9 years of her leadership.

The SoAD has conducted national searches for new full-time tenure track and visiting faculty, attracting educators and professionals with international expertise in design, advanced computation and fabrication, building technologies, history and theory in architecture, urbanism, and community outreach. The SoAD is making great strides in developing stronger synergies between advanced digital design, simulation research and professional imperatives through recent, specialized full time and adjunct faculty appointments. The focus also on research and

experimentation in the last years led to a larger participation of SoAD faculty at conferences and public presentations. This increased presence and focus on cutting edge developments in our industry have contributed also to an increased number of our students continuing to pursue graduate studies, both within the SoAD and in some of the most prestigious programs in the US and internationally.

All degree programs offered by the SoAD are designated STEM programs.

The push for research continues to elevate the prestige of both the SoAD and the Institute at large. The SoAD's graduate programs in Health and Design, Computational Technologies, and Urban Design leverage the School's active relationships with the other NYIT's Schools and Colleges as well as local community organizations, government agencies, and stakeholder groups. The Health and Design faculty and students, for example, have enjoyed a healthy collaboration with the School of Health Professions in recent years to develop project-based learning opportunities that mutually benefit both. Our M.Arch and B.Arch students also benefit from such topical and research-based alignments across the university, both in their curricular and extra-curricular opportunities. SoAD faculty have and continue to collaborate with researchers in the other Schools and Colleges to pursue multidisciplinary research and funding opportunities with NSF, NEA, and other organizations.

New York Tech faculty, staff and students also have opportunities to participate in a variety of programs, activities, events and clubs, in addition to participating in the Institute's governance bodies, for example, the Academic Senate and various Institute-wide committees and initiatives**,** such as the DEI Task Force, the General Education Committee, and the Fortify Institutional Viability Committee, amongst others. This year, SoAD Prof. Farzana Gandhi is also co-leading an Institute-wide Community of Practice with participating faculty and staff from School of Architecture and Design, College of Arts and Sciences, Engineering, School of Health Professions, and the School of Management, to develop multidisciplinary research projects, grant proposals, and teaching resources focused on community-based climate resiliency and the United Nations Sustainable Development goals. Furthermore, recently our involvement also extends to Institute-wide teaching opportunities and two SoAD faculty, Professors Farzana Gandhi and Dongsei Kim were appointed as Honors College Faculty Fellows for the next several years in support of courses and advising of the first multidisciplinary cohort of Honors students from across the University and on both campuses.

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

Program Response:

The NYIT School of Architecture and Design encourages and provides significant support for students and faculty to learn both inside and outside the classroom through multiple initiatives.

Exhibitions, Symposia and Conferences

The Lecture and Exhibition initiative is a longstanding enrichment resource at the School. Since its rebranding in 2016, the Lecture Series and Events Committee, comprised of full-time faculty and students, has worked with the Dean to develop lectures, symposia, exhibitions and events that provide access to relevant research and innovation, global outreach, inclusion and exposure for students and faculty. The fall and spring Lecture Series are organized around relevant professional, social, technology and environmental themes. In consultation with the Dean, students and faculty develop a list of topics, formats, lecturers, and participants and administer all aspects of the planning and execution of the Lecture and Events operations. The Lecture and Events international calendar is posted on the

NYIT and SoAD website and social media venues. Faculty are also frequently called upon to serve as speakers at NYIT-sponsored professional and academic international conferences. The School's Lecture and Events invite distinguished international experts and professionals to address critical current and emerging social, environmental and professional issues. Subjects range from Resilient Communities to Architecture as Caregiver, the Venice Biennale exhibit "Correlated Resiliencies" curated by Dean Perbellini, a panel discussion called, "Design + Health, The Open City Paradigm" moderated by MS.AHD Director Christian Pongratz, symposia and lectures dedicated to topics such as emerging technologies, computation and fabrication. The SoAD offers a full roster of lectures, symposia, exhibitions, and other events. The schedule of upcoming events can be viewed at the following links:
NYIT Poster Spring 2025 Color.pdf
https://www.nyit.edu/events/category/school-of-architecture-and-design/list/?eventDisplay=past
https://www.nyit.edu/events/list/?tribe-bar-search=architecture

Workshops and Special Events
The SoAD organizes and offers annual fall and spring semester workshops available to Undergraduate and Graduate students. Activities include international exchange workshops with partner institutions in Italy, Brazil, Spain and other locations.

The Deans' Atelier Studio
The Dean's fundraising efforts include the endowed School of Architecture and Design Tommaso and Franca Chieco Dean's Atelier Studio hosting world-renowned architects to conduct special topic design studios as distinguished guest professors. Alberto Campo Baeza collaborated with Adjunct Professor Brad Engelsman in AY 2021 on a special topic-based studio. Daniel Sundlin partner of Bjark Ingalls Group in AY 2022-23 and AY 2023-24 conducted yearlong B.Arch thesis studios in Environmental Design. Through supplemental weekly presentations by expert guest lecturers, students learned how their initial research develops into a fully conceived design proposal with the guidance of world-class professionals and architects. The Dean's Atelier Studio promotes a special opportunity among the most talented, high-achieving students as an 'award' for their academic success, offering them exposure to a distinguished professional architect.
https://site.nyit.edu/news/features/renowned_architect_albert_campo_baeza_inaugurates_deans_atelier_studio

Student Design Competitions
The faculty and students at the School regularly participate in local, national, and international competitions, often garnering top prizes, as well as a variety of media attention. The annual B.Arch. program ARCH 402 Design VI: Comprehensive Design Studios Competition bringing together students from both NYC and Long Island campuses, is conducted every spring semester partnering student teams to work with community groups and public administrations.

Student Organizations
Support for, and mentorship of, the time-honored SoAD's student organizations have expanded and received much attention and focus since August 2018. AIAS chapters have existed on the Old Westbury campus since 1978 and in Manhattan since 1998. Support for these student associations is provided by the Career Services department, which organizes and conducts professional development workshops and Job Fairs every term. The Dean's office supports AIAS, NOMAS and IDSA student leadership in their travel to annual national conferences for each chapter on both campuses. Undergraduate Architecture Chair in Old Westbury Dongsei Kim and Professor Robert Cody act as AIAS advisors. The Interior Design Student Association was rebranded from its previous ID Student Club as its main student professional development organization. BFA.ID Chair Florencia Vetcher and Professor Charles Matz serve as faculty advisors to the IDSA and integrate them with Interior Design national and local professional ASID and IIDA organizations and events. The National Organization of Minority Architecture Students (NOMAS) chapters were instituted on the MA and LI campuses in 2019 and 2021 respectively. Architecture Chair Trudy Brens serves as the faculty advisor for the Long Island NOMAS chapter. All three SoAD student organizations provide emerging

professional coaching and are mentored, organized and integrated via the Student Affairs Committee (SAC), chaired by Undergraduate Architecture Chair in Long Island, Professor Dongsei Kim. This Committee was authorized by Dean Perbellini and founded by Associate Dean Anthony Caradonna in August 2018 to create a holistic forum for student affairs to mentor and supervise the student organizations and student leaders, and to actively engage students in School specific discussions and decision making. Studio and Teaching and Learning Culture, the student handbook, professional and academic standards and procedures, student, faculty, curriculum, campus, diversity, equity and inclusion, advising, registration and enrichment issues are discussed and addressed at monthly meetings and during open town hall with the SAC Committee Chairs, the Dean, faculty and students serving on the committee. The SAC solicits students' broader membership from all undergraduate and graduate programs at the School. The SAC also elects student representatives to serve on each of the schoolwide Faculty Committees.

International Initiatives: Summer Abroad, Study Abroad, Travel Studios

As part of a comprehensive and coherent global vision for international initiatives, the School offers and conducts a wide variety of Exchange, Travel Study and International Workshop programs, including summer studios in residency abroad, thesis travel studios, design studio trips, collaborative workshop programs, international local design-build projects, and exchanges with outside institutions. These diverse programs are generally initiated and directed by one or more full-time faculty members and hosted at the School's partner institutions abroad. The Dean's travel scholarship fund supports travel expenses for students and faculty participating in these annually planned, diverse travel study opportunities. The School offers 1-3 Study Abroad programs each summer based on student interest and faculty availability. The Thesis Travel program is a vital part of the thesis student learning experience where fifth year B.Arch. studios focus on research and application of specific cultural, contextual, historical, technological and urban issues. The B.Arch. Thesis Studio Travel initiatives provided by the Dean's Friends of the SoAD scholarship supports travel to countries and locations including Rio De Janeiro, the Netherlands, Denmark, Sweden and Finland in the Fall 2019 semester. The School has offered study and travel programs and workshops in Japan, Portugal, Spain, the Netherlands, Brazil, Puerto Rico, Costa Rica, Mexico, China, France, Italy, Germany, Spain, Greece, Turkey, Egypt, Israel, Senegal, and India. The Summer Study Abroad programs were relaunched in June 2022 after the global pandemic restrictions ended. Four weeklong Sumer Study Abroad programs in Italy were conducted in June 2022 and 2024. The Summer 2025 Study Abroad program, currently in the planning, will include three countries: Italy, Germany and Finland.

For more information on Summer Study Abroad, please visit:
https://www.nyit.edu/academics/management/career-building-platforms/experiential-education/summer-study-abroad/
and
https://www.nyit.edu/academics/architecture-and-design/student-opportunities/

Summary Statement of 1 – Context and Mission

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

Program Response:

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 SoAD identified three core values, or educational aspirations, to guide our approach:

- Design Intelligence, refers to the development and application of critical skills and knowledge attained through a comprehensive curriculum, emphasizing individual creative inquiry, theory, history, culture, technology, research and contributions from leaders, and innovators in diverse fields.
- Technology, establishes the importance of integrating prevailing and emerging technologies in academic and professional approaches manifested in a design centered and innovation driven curriculum.
- Leadership, is instilled in our students and graduates throughout their education through collaborative, team-based projects clearly organized to achieve project goals. Leadership is developed through the holistic and ethical New York Tech educational experience and international initiatives where students gain expertise working across disciplines, institutions, and organizations.

Link: https://www.nyit.edu/academics/architecture-and-design/about/

2—Shared Values of the Discipline and Profession

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

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

Program Response:

The Bachelor of Architecture and Master of Architecture curricula acknowledge the interdisciplinary nature of architecture. Pedagogically, the design studio sequence provides a project-based, experiential learning laboratory that allows students to catalyze and apply knowledge from all areas of the curriculum.

The SoAD acknowledges that Architecture is empowered by the agency of creating built environments for human activity and wellbeing. As the fullest expression of human values, we believe that architecture must holistically engage and address the interrelated cultural, social, political, economic, and environmental issues of our time and the urgent imperatives of our built environment and global community's future. Design strives to address, critique, and ultimately improve the physical and social conditions it integrates and serves.

Design prioritizes intellectual clarity and rigor as it emphasizes individual creative approaches to applied research and experimentation. It is informed by an understanding of global history, cultural diversity and community needs, geographic and climatic equilibrium as well as by the contributions made by architects to the art and science of constructing and improving the built environment.

Rapidly advancing and emerging technologies will continue to transform the world around us, in ways that challenge our preconceptions and the nature of architectural practice. The SoAD encourages intelligent debate and informed discourse, advocating for proactive agency in the realms of ethical judgment, critical thinking, advanced technologies and tools for design research and production. Studios and supporting courses are taught by interdisciplinary teams of both practitioners and academics of practicing architects, urban designers, construction, technology, history and theory faculty, along with cross-disciplinary educators and experts. The design studio sequences examine the interrelationships of spatial organization, site, program, material potentials, construction methods, structural typologies, across scale morphologies, digital and fabrication technologies in projects of increasing complexity. Supplemental lectures, tutorials and field trips provide supportive resources to the design studios. New York City serves as a living multicultural urban laboratory, while the multidisciplinary contributions of core courses within New York Tech foster a holistic and integrated approach to design.

The School of Architecture and Design actively champions professionalism and excellence in its programs, through its focus on applied research and design pedagogy. As part of our long-range planning, Dean Maria Perbellini has integrated new, diverse curricula and entrepreneurial approaches to architectural education at the SoAD enabling students not only to be well equipped for the changes to come, but to proactively anticipate these. This is consistent with the President's vision for NYIT to be a place where students learn to become critical and creative makers and thinkers, combining the mindset of thoughtful and ethical global citizens with the innovative, solution-driven design thinking of engineers and artists.

The SoAD is committed to maintaining the primacy of design in the education of its candidates for the B.Arch and M.Arch degrees, while fostering the role of the architect in providing design thinking and integrated design solutions as essential to the quality and sustainability of our built environments.

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

Program Response:

Stewardship of the Environment is central to the culture and curricula at the School of Architecture and Design. Our holistic design approach promotes responsible stewardship and protection of the built & natural constructed environments through conservation and sustainable practices to enhance ecosystem resilience, and human well-being. We understand the contemporary meaning of sustainability to be inclusive of ecological interdependence, biodiversity, environmental resilience, and environmental justice as our work protects the health, safety and welfare of the public and multiple stakeholders equitably.

We believe that ethical professional practice requires architects to adopt the role of caretaker; environmental stewardship requires architects to develop a holistic worldview and to employ systemic ecological thinking when designing projects in relation to both local and global environmental impacts. The coastal location of our NYC and Long Island campuses along with the difference between each of these (urban and semi-urban) makes the significance of this stewardship vivid.

Ecological literacy and environmental awareness, analysis and evaluation are introduced throughout the curriculum. In studios and technology coursework, students are taught to understand and quantify the impacts of their design proposals and the mutual implications between these and their environments. (See also the following chapter “3—Program and Student Criteria”- page 32).

The School of Architecture’s ongoing commitment to climate and environmental advocacy is paramount to its Master in Architecture, Urban Design (MS.AUD) and also to the M.Arch and B.Arch curriculum, challenging students to work at a variety of scales from building components to urban design and always with a focus on the health and well-being of end users.
Extra-curricular activities include international workshops and design-built initiatives for local and global communities in need. These are listed and described in the paragraph below titled “Leadership, Collaborations, and Community Engagement” (page 26). The B.Arch. and B.F.A.ID programs’ participation in two previous Solar Decathlons resulted in SoAD students' invitation to testify within the congress on sustainable energy. The SoAD’s Student-led Architecture Build (sLAB) program has yielded projects addressing issues of environmental stewardship including a recycling center in Costa Rica and the Home2O project, which was granted a patent for its up-cycling of disaster water bottles into a roofing structure for disaster sites. More projects on the topic are also listed below in the paragraph dedicated to “*Knowledge and Innovation*” (page 20) The School has held USGBC LEED study groups, and a culture of sustainability permeates SoAD classes. Student groups such as AIAS and Freedom by Design also explore and highlight stewardship of the environment. SoAD Alumni participated in the Youth Climate Workshop at the 2021 UN Climate Change Summit, COP26 which was organized by the Italian and British Consul Generals in New York. A more comprehensive list of Workshops involving SoAD students and faculty is included in the paragraph below about “*Knowledge and Innovation*” (page 20).

Equity, Diversity, and Inclusion*: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working*

environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

At New York Institute of Technology, diversity is represented by a mosaic of individuals from a variety of racial, ethnic, religious, gender, gender presentation, sexuality, geographic, cultural, age, abilities, and socioeconomic groups. Each individual brings unique intellectual, artistic, and creative contributions to create a rich, inspiring, and vibrant campus community. NYIT recognizes the strength that stems from a diversity of perspectives, values, ideas, backgrounds, styles, approaches, experiences, and beliefs. The SoAD aspires to continue to grow as a place that always welcomes and encourages individuals of all backgrounds, to contribute to the NYIT culture through sharing, constructive dialogue, and mutual respect.

In 2020, USA Today reported that NYIT has the most diverse student body of any institution of higher learning in the United States. In the School of Architecture and Design, we are proud of this distinction and make every effort to maintain our culture of inclusivity and diversity as crucial in fostering creativity.

NYIT 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 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.

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. For a list of all NYIT student clubs please see paragraph "*5.4.4- Campus Activities*."

NYIT Statement on Non-Discrimination: NYIT does not discriminate in admissions or access to, or operation of, its programs and activities on the basis of race, color, national origin, religion, creed, ethnicity, disability, age, marital status, sex/gender, sexual orientation, veteran status, or any other legally protected status. NYIT complies in full with Title IX of the Education Act of 1972 and the implementing regulations which prohibit discrimination on the basis of sex in all educational programs and activities. Any inquiries concerning Title IX may be referred to NYIT's Title IX Coordinator (Title IX). NYIT provides reasonable accommodations to any person who has a temporary or permanent disabling condition. People wishing to discuss an accommodation or a barrier to full participation in NYIT programs and services, may contact:

New York Institute of Technology
Accessibility Services
Harry Schure Hall, Room 208
Northern Boulevard, P.O. Box
8000 Old Westbury, NY 11568-
8000 516.686.7976

NYIT's Equal Employment Opportunity and Affirmative Action Policy can be found at:
www.nyit.edu/about/statement_on_non_discrimination

In support of these principles and goals, NYIT established the **Diversity, Equity, and Inclusivity (DEI) Task Force** in February 2018 with a mission to develop strategies that advance the Institution's efforts to welcome diversity, foster equity, and promote a culture of inclusion that offers all community members access to a meaningful teaching, learning, and working environment. To learn more about the task force, visit our membership page at: https://www.nyit.edu/about/diversity-equity-inclusion/

The Diversity, Equity, and Inclusion (DEI) Task Force was established to:

- Evaluate the diversity, equity, and inclusion landscape at New York Tech and create a roadmap for success in that area.
- Identify the Institutional capacity necessary to establish shared and sustained leadership including an organizational structure, areas of accountability, resources, and staffing levels within the context of other priorities at New York Tech.
- Develop a strategic plan with recommendations for the university community.
- Execute priority projects on diversity, equity, and inclusion in focus areas identified by senior leadership.

NYIT is undertaking a bold step to situate Diversity Equity Inclusion and Belonging at the center of the Institution. In 2022 an Office of DEIB was created as result of a dedicated Task Force. This Office replaced the Task Force as response to the 2021 climate survey and works to bring sustained DEIB policies, practices, and activities to the Institution. For more information about this Office, please visit the NYIT website page at the link below: https://site.nyit.edu/administrative_offices/office_of_diversity_equity_inclusion_and_belonging.
A recent survey was also concluded in the Fall 2024. For more information about it and the members of the current DEIB committee, please visit: https://site.nyit.edu/administrative_offices/new_york_tech_climate_survey.
With the formal establishment of an Office of DEIB with a Vice President for Equity and Inclusion who reports directly to the President, the commitment to these issues is evident. The initial goal of this new Office is to develop a vision, mission, and strategic action plan that is consistent with the overall Strategic Plan at New York Tech.

The NYIT Diversity and Inclusion Committee was established to allow the administration, faculty, students, and staff to share ideas to continually improve diversity and inclusivity. This Committee also helps the institute build programs that foster communication, advocacy, and collaboration. The DEI members are ambassadors and allies and should be sought out for support. Below is a short list of relevant members:
Vice President, Equity and Inclusion: Brian Harper, Chief Medical Officer and Associate Professor, College of Osteopathic Medicine – bharper@nyit.edu
Co-Chair: Felipe Henao, Dean of Students – fhenao@nyit.edu
Co-Chair: Anu Raj, Assistant Professor, College of Osteopathic Medicine – anu.raj@nyit.edu

From the School of Architecture and Design, **Dean Perbellini and Associate Professor Farzana Gandhi** (in previous years also student Christelle Gerdes) have been serving on the all-Institute Diversity, Equity and Inclusion Task Force, promoting and developing equitable integration of the School's and Institute's policies and initiatives for diversity and fairness protocols. SoAD Associate Professor Farzana Gandhi also serves on the NYIT Diversity and Inclusion Committee.

The NYIT School of Architecture and Design believes that a diverse faculty and student body is part of our strength. It is the policy of NYIT to administer all its educational and employment programs and related supporting services

in a manner that 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. In compliance with university policy, the NYIT SoAD strives to provide faculty, students, and staff with a culturally rich educational environment in which each person is able and empowered to learn, teach, and work. This includes provisions for students with mobility or learning disabilities who are assisted through a C.A.R.E system and a dedicated office.

The SoAD shows its commitment to NYIT commitment to diversity not only through curricula, but also through active engagement in equity, diversity and inclusion practices in the social culture of the School. The School of Architecture and Design faculty continually seeks opportunities to offer both studios and seminars with active service components at the local, regional and international levels. Notable is the Arch 402, 4th year core Community Design studio which partners with local Tri-State region's diverse, often disenfranchised, communities. While the School's studio environment, the teaching and learning (studio) culture policy is consistently shared and updated as integral part of all SoAD courses syllabi, codifies mutual respect for the faculty, students' and staff's diverse backgrounds, educational and professional experiences, as well as differing cultures, races, religions, gender and sexual orientation (see chapter "3 -Program and Student Criteria" for more information and details).

NYIT and the SoAD recruit in neighborhood high schools and in a diverse global population to proactively build a multicultural campus and student community. We understand that social equity, inclusion, and a sense of belonging, are most effective when demonstrated in our immediate context and also through the hiring processes. The SoAD Student Affairs Committee is a student-centered forum that mentors and advocates for student diversity and equitable representation, studio culture, student leadership, achievement and professional development. Through the SoAD's Student Affairs Committee we have founded locally and nationally active NOMAS student chapters on both the New York City (in 2018) and Long Island (in 2021) campuses, only to refer to the main ones. Several of the SoAD students received several mentions and recognitions since the foundation of NOMAS.

The SoAD recognizes that establishing proactive goals is the first step to optimizing equity and diversity. To that end, we have dedicated ourselves to developing a new diversity and inclusion action plan. Diversity, equity and inclusion policies and initiatives have been developed since 2022. The Former Interior Design program Director, now B.Arch Chair in NYC, Trudy Brens, the School's leading advocate for DEI development, is working closely with the Dean's office, the Associate Deans and faculty to research and draft the SoAD's DEI plan.
The first draft calls for the School to:

- continue working with the DEI Task force to establish the School's DEI action plan
- increase the number of culturally diverse faculty members as a direct reflection of regional population and student diversity
- increase diversity in School management and leadership
- continue to evaluate our curriculum for implicit bias and revise it to better reflect the contributions of people of color in architecture and design
- the architecture history theory curricula in UG and MARCH programs have already conducted successful revisions to be inclusive and frame a global context for defining architectural culture
- continue to increase diversity among our adjunct faculty, guest lecturers and visiting
- foster and reinforce professional connections with architecture firms that promote and represent positive examples of diversity and inclusion in the field
- increase funding for student groups/initiatives that promote diversity—and continue working closely with them to develop supporting policy

In the past five years, we have welcomed more than 40 new faculty (adjunct and tenure-track), including 5 African Americans, 10 Latin Americans, and 8 Southeast Asians; additional searches are still ongoing and are prioritizing the need to address diversity, equity, and inclusion among faculty and to strive to reflect the strong levels of student diversity statistics and community involved at the SoAD. The SoAD has also been hosting visiting professors from Argentina, Canada, China, Cuba, France, Germany, Greece, Italy, South Korea, Spain, Sweden, and the United Kingdom. The diversity of New York also adds much value to our program. The School's faculty diversity is aligned with the Institute's, and we are working to exceed the national average in line with our highly diverse student population.

Diversity in all SoAD programs is tracked through ongoing CPI assessment plans, and annual NAAB Statistical Report data; the data below is for the SoAD NAAB accredited and candidate programs.

For a breakdown of the gender and racial diversity SoAD faculty and student populations please see paragraph "*5.2.3 – Student race/ethnicity profile."*

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

Program Response:

Since her arrival in 2016, Dean Perbellini has been committed to innovation and excellence prioritizing student success with new graduate programs, revised undergraduate curricula, new state-of-the-art Fabrication, Robotic, and Material Labs in both campus locations, the hiring of outstanding and renowned faculty, caring staff and recruitment of competent administrative leadership, introducing also new administrative roles in support of faculty and students. She promoted and supported the launching of *Atmosphere*, NYIT's first annual journal of student and faculty work now in its 8th year, while she has also increased significantly the fundraising activities by strengthening the relationships with SoAD Alumni and Friends, by creating new substantial collaborations and agreements with external sources in support our students and academic programs and their continuous growth and promotion. The launch of the M.Arch program in 2018 was one of several such initiatives, followed also by the BSAT+ M.Arch Accelerated program, along with the subsequent founding of the most recent MS. Programs in Architecture, Computational Design and Health and Design.

Upon the Inclusion of the Digital Art and Design program as part of SoAD in 2021, a consistent effort has been made in updating and consolidating its offer with the introduction of the accelerated path BFA + MFA and BFA Graphic Design + MFA Graphic Design; the creation of the Concentration in Game Design and of the MS in Digital Product Design. A crucial part of this process of renovation also led to the improvement and integration of the HIVE Lab with advanced technologies like UX/UI Design (VR/ AR/ XR, AI). The presence of the department of Digital Art and Design in the SoAD and the creation of these new programs, have expanded interdisciplinary knowledge, experimental approaches, and innovation at the intersection of digital arts, architecture, and design.

Furthermore, fundraising opportunities are oriented to consistently promote knowledge and innovation along with research and experimentation through SoAD curation, organization and/or participation in prestigious local and International Exhibitions, Symposia, and Workshops. Some highlights include:

Exhibitions

- Time Space Existence 2025 at Palazzo Mora within the 19th International Exhibition at the Biennale di Venezia. Participation with the installation titled "World Un/Designed" (2025- in progress)
- 62nd International Exhibition at Salone del Mobile di Milano, Fuori Salone - pavilion titled "Future by Design. Re-thinking Processes of Making for Healthier Futures" (2024)
- 18th International Exhibition at the Biennale di Venezia, Correlated Events "Students as Researchers" - coordinating the participation of 30 Universities from around the world (2023)
- Italian Design Day, exhibition titled "Archipelago", in collaboration with the Italian Embassy in Washington, D.C. (2022)
- Italian Culture Center, Italian Consulate in New York, exhibition and symposium titled "Upcycling" (2022)
- TAB-Tallinn Architecture Biennale, Estonia, Installation titled ""Edible or the Architecture of Metabolism" (2022)
- Theater Production in collaboration with "Teatro Grattacileo's Giulietta e Romeo" in Battery Park City (2022)
- 17th International Exhibition at the Biennale di Venezia, Italian Pavilion "Resilient Communities" - sections "Architecture as Caregiver" and "Correlated Crises" (2021-22)
- International Exhibition at the European Cultural Centre (Palazzo Bembo, Venice) titled "Informed Interscalar Fluidity" in "Time-Space- Existence" (2021)

Symposia

- Symposium titled "Designing Future Interiors" (2025)
- Symposium titled "Atypical Architectures: Design For Diverse Abilities" (2024)
- "The Leadership Summit on the Business of Design: The Future of Talent, Organizations, & Leadership" in collaboration with Design Intelligence-Future (2024)
- Symposium Series titled "Architectural Intersections" in collaboration with New York City Architectural Biennial (2022-24)
- Symposium Series titled "The future of the City" in collaboration with the Consulate General of Denmark in New York (2019- 2023)
- Symposium and Open Dialogue with Lakisha Ann Wood, Executive VP/CEO of AIA about the Future of the Profession, Student Engagement, and the Role of AIA in the bridge between Academia and Practice (2023)
- Symposium and Workshop Series titled "The Metabolism of the City" in collaboration with Politecnico di Milano and UN-Habitat (2006- 2023)
- Symposium titled "Inclusive Design Trajectories. The female voices in Architecture and Design" (2022)
- Symposium titled "R-Cubed: Relief X Reconstruction X Resiliency, Best Practices for Community-based and Multidisciplinary, Comprehensive Disaster Response" (2021)

Workshops

- Workshop Series titled "Metabolism of the City. NYCER-LAB" within the International Exchange Agreement with Politecnico di Milano (2006-2024)
- "Future Learning" as part of NYIT's five-year Strategic Action Plan. SoAD faculty and students partnered with Brooklyn's School of Integrated Learning and Ronald Edmonds Learning Center II to transform underutilized classrooms into technology and parent resource rooms (2024)
- Workshop Series titled "MA.Rio_Metropolitan Architecture for Rio de Janeiro, Brazil" (2018-2021)
- Workshop with MIT Metro-Lab International titled "Re-thinking the future of the Matanza Riouciuelo river basin in Buenos Aires" (2019)
- Workshop titled "Revisioning Red Hook, Brooklyn" with invited guest professor Borja Ferrater (Universidad International de Catalonia- Spain).

New Knowledge and Innovation

As part of our long-range planning, Dean Perbellini has been leading SoAD through a transformational evolution infused by a crucial investment in technology and its curricular integration, by the research promoted in new programs, the expertise of new faculty and the support and collegial cooperation of the existing ones towards the development of a proactive and caring community. A series of topical and specialized workshops and tutorials on

software and their implementation in design studios are offered to all our freshman and second year students, as well as to our graduating ones, funded by recurring IDC Foundation grants, improving the quality of the students' production and their competitiveness in the working field. Commitment to advancing critical thinking, design intelligence, innovative research and application of emerging technologies continues to strengthen the curricula as well as the identity of the School. In this direction goes the implementation of AI tools and processes not only in our dedicated MS programs, but through the entire SoAD curricula. Furthermore, the ongoing creation of a Minor in AI and Design within the School will expand and make more competitive the pedagogical offer while also promoting the possibility to anticipate not only follow the continuous and fast processes of transformation in the field.
This creates and supports new generations of prepared and competitive professionals in architecture, design, and a variety of related creative fields. Entrepreneurship, defined as growth driven by innovation, is an underlying principle in the SoAD's academic program development. The full-time faculty community engages in a diverse range of applied research in the areas of practice, construction, technology, computation, health and design, history and theory. Our adjunct faculty includes professionals and scholars who pursue design, construction, fabrication, computational technologies, design pedagogy, critical studies, history, and theory as a form of critical practice informed by inquiry and experimentation. The outcomes of our faculty research and practice are widely distributed through publications, symposia, conferences, competitions and exhibitions. The Dean is a generous mentor, sponsor and enthusiastic advocate for engaging media and communication venues to share faculty research and celebrate accomplishments. Importantly, faculty research is integrated directly into academic programs via annual curriculum review and coordination.

Faculty are frequent participants in AIA and ACSA conferences, award programs and as session chapter and panel presidents, leaders, presenters, jurors and award winners. Several SoAD faculty members have served on the Fulbright Committee for recurring years and have had an active role in prestigious professional associations (AIA, NCARB, Landscape Association, and similar).

The range of faculty books and articles in the past three years alone is notable, covering topics such as architecture, ecological landscape and urbanism, environmental and social resilience, advanced technologies and computational/digital design and fabrication, history and theory, and new pedagogies and professional paths. Within a more recent selection of authored books, we can refer to:

- Autonomous Urbanism: Towards a New Transitopia (by Evan Shieh, AR&D | Applied Research & Design, 2024)
- Beyond the Envelope: Pioneering Architectural Projects from the Early Twenty-first Century Twenty-one Interviews with Their Architects (by Tom Verebes, 2024)
- Architectural Exaptation: When Function Follows Form (by Alessandro Melis, Telmo Pievani, Jose Antonio Lara-Hernandez, Routledge, 2024)
- Diffusions in Architecture: Artificial Intelligence and Image Generators (by Matias del Campo, Wiley, 2024)
- Artificial Intelligence in Architecture (by Matias del Campo, AD-Wiley, 2024)
- The Aluminaire House (by Michael Schwarting and Frances Campani, 2024)
- Integrating Soft Infrastructure in Design to Build Community Resilience in Puerto Rico (by Farzana Gandhi, in Beyond Houses, Springer, 2024)
- Reflections on People-centered Approaches to Interventions in a Self-built Neighborhood of Quito, Ecuador (by Farzana Gandhi, Carmen Mendoza-Arroyo, Sara Latorre, Gonzalo Lizarralde, Myriam Paredes, in Design for Resilient Communities, Springer, 2023)
- Digital Signifiers in Architecture of Information: From Big Data and Simulations to Artificial Intelligence (by Pablo Lorenzo-Eiroa, Routledge, 2023)
- New Words New World (by Alessandro Melis, G. De Finis, and A. Perin Editions, 2023)
- Ecological Design. Strategies for the Vulnerable City. Green Urban Infrastructure and Public Space (by Jeannette Sordi, Vera F., Dorethy J., Patino S., Inter-American Development Bank, 2022)

- Designing Sustainable and Resilient Cities: Small Interventions for Stronger Urban Food-Water-Energy Management (by Alessandro Melis, Julia Brown, Claire Coulter, Routledge, 2022)
- Drawing Hwa-Chaeng: Mapping Contested Territories for Imagination (by Dongsei Kim, Jeongye-C-Publishers, 2022)
- Ecological Design: Strategies for the Vulnerable City: Urban Green Infrastructures and Public Space in Latin America and the Caribbean (by Jeannette Sordi, Felipe Vera, Jennifer Doherty-Bigara, Soledad Patiño, IDB, 2022)
- Resilient Communities and the Peccioli Charter: Towards the possibility of an Italian Charter for Resilient Communities (by Alessandro Melis, Maria Perbellini, Maurizio Carta, J. Antonio Lara-Hernandez, Springer, 2022)
- Alvar Alto and the Future of Architecture (by Robert Cody and Angela Amoia Routledge, 2022)
- Data, Matter, Design (by Marcella Del Signore, Frank Melendez, Nancy Diniz, Routledge, 2020)
- NESS.docs 2: Landscape as Urbanism in the Americas (by Jeannette Sordi, Mercedes Peralta, Florencia Rodriguez, Charles Waldheim, NESS, 2020)
- From Climate Science to Practice, Urban Design & Climate Change, Urban Design Journal, Urban Design Group, (by Jeffrey Raven, London, 2019)
- Designing for Affluence: Three Identical Towers in Kuwait City (by Hyun-Tae Joung, Pan Arab Modernism eds. Dalal Musaed Alsayer, Actar Publishers, 2019)
- Cube House (by Matthias Altwicker, in Atlas of Brutalist Architecture, Phaidon, 2018)

NYIT faculty have been awarded innovation-driven grants. In 2019 Professor Jeffrey Raven was awarded and successfully led NSF, WAFES and SUGI team research grants and initiatives. Dean Perbellini's IDC Foundation grant award which established the SoAD's digital fabrication lab expansion in Education Hall- LI and in EGGC- NY including Robotics, AR/VR/XR, 3D printing, CNC equipment among other machines and tools, and the NYIT's first ever Endowed Chair position, providing new opportunities for future architecture and design innovation, paradigms and knowledge. The School's exceptional, multiple fabrication, material, and printing facilities on both campuses provide students with access to advanced technologies for individual and group research into visual, spatial, material, and technological innovation including large scale fabrication and prototyping integrated into academic programs and curricula.

The Dean's annual Atelier Studio invites world class practitioners and educators to participate in an innovation-focused honors studio. This project fosters integration between academia and practice, exposing our students to future professional environments and opportunities. The spring 2021 inaugural semester hosted Alberto Campo Baeza who collaborated with Adjunct Assistant Professor Brad Engelsman in the School's third-year architectural design studio, where students were engaged in envisioning and developing of two projects: a "dream house" and a skyscraper in Manhattan. Subsequently, in 2022-23 and in 2023-24, SoAD started a collaboration with the Bjarke Ingels Group (BIG) which hosted our thesis students in their firm's inspiring spaces. This thesis studio was led by Professors Daniel Sundlin and Alana Goldweit, associates at BIG, and selected by Dean Perbellini as the Tommaso and Franca Chieco endowed Atelier Studio. The thesis topic, "Architecture as Applied Utopias: from Planetary to Personal Systems," focused on the future of sustainable design. Within this framework, students explored localizing vital systems like water, food, and energy at urban and architectural scales, while they also designed and built a real scale installation as the location for the presentation of their final proposal.

The annual Student-Led Architecture Build (sLAB) projects + innovation-driven workshops continue to serve as incubators for experimentation, discovery, collaborative and interdisciplinary development of emerging technologies and community engagement. The current exhibition project "LIVING IN THE SHADE: NYCHA Open Space Past, Present, and Future" co-curated by Matthias Altwicker (NYIT) and Nicholas Dagen Bloom (Hunter College) is the result of two years of research with graduate and undergraduate students from SoAD. It highlights the significant role of open space in the daily lives of public housing residents while a new generation of residents, administrators,

and designers has rediscovered NYCHA open spaces as sites for comprehensive renovation, city parks, modern playgrounds, murals and public art, resilience strategies, farming, and more. Redesigned NYCHA open spaces promise a better life for public housing residents, their neighbors, and New York City.
The 2019 sLab workshops and symposium "Automation in Design/Design by Automation" by Dustin White, former SoAD Director of Technology, in collaboration with the Visiting Professor Pavlina Vardoulakis, explored emerging and advanced technologies impacting architecture and design.

NYIT SoAD is active in the exchange of ideas within and beyond the School. SoAD lectures, events, exhibitions and workshops scheduled each semester bring a range of architects, designers, critics, and clients through the School to speak, engage in panels and symposia, work and teach with faculty and students, and be featured in exhibitions. Conversely, the events series introduces NYIT to local and global audiences. This nexus of reciprocal relationships serves as a cultural resource exchange. The COVID-19 pandemic era provided positive opportunities to engage virtually in international discussion and knowledge exploring new platforms and methodologies to connect, engage, and disseminate knowledge and innovation, while expanding the School's agency on the topic of caretaking and wellness. Student and faculty competition victories and innovations awards are celebrated and publicized. Among the most recent successful design competitions and awards we can mention:

Students' Awards and Recognitions:

- 2024 We Are Out of Time, design competition for two pavilion installations in Italy and England (students awarded: Melanny Rodriguez Bustamante, Natalia Orellana, and Jack Dilluvio)
- 2024 Metropolis Future 100 Award (students awarded: Elise Park & Kendal Eastwood)
- 2024 SARA Student National Design Awards (students awarded: Madeline Metzler and Katrina Deicmane)
- 2024 Metropolis 100 Planet Positive- Best Student Project Award (Honorable Mention awarded to students: Kendal Eastwood & Elise Park)
- 2024 Barbara G. Laurie Student Design Competition, NOMA - National Organization for Minority Architects (Honorable Mentions to the students Maria Gonzalez Bautista, Ashlee Drawdy, Disha Dua, Kendal Eastwood, Lily Kljyan, Bruno Lora, Daniel Maron, Emily Mejia, Natalia Orellana, Elise Park, and Iliana Polanco)
- 2024 ACSA Architecture Student Showcase (students recognized: Andrew Hertz, Fatema Dula & Rachel Aronbayev, Sabrina Innamorato, Bharat Satish, Hoi Ting Chan & Nicole Giella
- 2024 AIA Center for Architecture Student Award (student awarded: Chana Rhodes)
- 2024 Queens Foundation for Architecture Scholarship Award (student awarded: Ashley Drawdy)
- 2023 AIA Long Island Chapter - John Notaro Scholarship Award to promote student involvement into the architecture profession (student awarded: Carolina Flores-Iglesias)
- 2023 ACSA Architecture Student Showcase (students recognized: Lianna Moze and Jason Chavez-Carballo, and Zeina Lotfy)
- 2022 ACSA Architecture Student Showcase (student recognized: Briana Pereira)
- 2022 Metropolis Future 100 Award (student awarded: Emma Mengels)
- 2022 AIA Long Island Chapter - John Notaro Scholarship Award (two B.Arch students awarded)
- 2022 AIA Long Island first WIA IN-AS (Inspire & Aspire) Students Design Scholarship Competition (2 B.Arch students awarded)
- AIAS Board of Directors nominated B.Arch student Julia Andor as 2022 Northeast Quad Director. In addition, she received the "AIAS Chapter Leader Honor Award" the highest award bestowed upon an AIAS Leader for their outstanding leadership and dedication.

Faculty's Awards and Recognitions:

- 2024 Planet Positive Educator of the Year, Metropolis Magazine to Teaching Assistant Professor Evan Shieh
- 2024 Excellence Award by Universidad Iberoamericana de Santo Domingo (UNIBE) to Endowed Chair Alessandro Melis

- 2024 International Architecture Design Competition for a Basketball Stadium in Lucca (IT), first prize awarded to SoAD Endowed Chair Alessandro Melis
- 2024 Design Competition "Banpo District Hangang River Connection Park & Cultural Facility," by the Seoul Metropolitan Government. 3rd Place to Teaching Assistant Prof. Evan Shieh & Associate Prof. Dongsei Kim
- 2024 Design Competition "Southeastern University Centennial Memorial." 1st place (currently under construction) to Associate Professor Marcella Del Signore
- 2024 NYC Mayor's Office appoints Associate Professor Jeffrey Raven to be part of the Panel on Climate Change (NPCC)
- 2024 Excellence Award by Universidad Iberoamericana de Santo Domingo (UNIBE) to Associate Professor Marcella Del Signore
- 2024 Gerd Albers Award for the best book contribution in Urban Planning (International Society of City and Regional Planners - ISOCARP) assigned to Endowed Chair Alessandro Melis
- 2023 IMPEL Innovator Fellowship awarded by the Department of Energy to Associate Professor Farzana Gandhi
- 2023 Excellence Award by Universidad Iberoamericana de Santo Domingo (UNIBE) to Teaching Assistant Professor Trudy Brens
- 2023 Excellence Award by Universidad Iberoamericana de Santo Domingo (UNIBE) to Associate Dean Giovanni Santamaria
- 2023 New Faculty Teaching Award, ACSA/AIAS (Association of Collegiate Schools of Architecture / American Institute of Architecture Students) award assigned to Teaching Assistant Prof. Evan Shieh
- 2022 NYIT Presidential Award to Associate Professor Dong-Sei Kim for Student Engagement in Research, Scholarship, or Creative Activities; and to Teaching Assistant Professor Evan Shieh for Excellence in Teaching.
- 2022 Design Competition "Seoul 100-Year Masterplan" hosted by the 2023 Seoul Biennale of Architecture & Urbanism. First Prize to Teaching Assistant Prof. Evan Shieh
- 2022 Initiative Food-Water-Energy (FEW) Nexus. Partners: University of Portsmouth, TU Eindhoven Uppsala University, Taiwan University of Technology, Gdansk International University.
- 2021 NYS AIA Professional Award of Merit Citation for Neighborhoods Now project to Assoc. Professor Farzana Gandhi in collaboration with KPF, JCFO, AE Superlab
- 2021 MASterworks Awards Special Recognition as Co-Design Process + Community-Led Initiative for Neighborhoods Now project to Assoc. Professor Farzana Gandhi in collaboration with KPF, JCFO, AE Superlab
- 2021 Research Grant: CRUNCH – Climate Resilient Urban Nexus Choices Support from: Urban Europe/ EU, JPI Europe, Belmont Forum, Sustainable/ UKRI Urbanization Global
- 2021 "City Changers" Recognition by the United Nations to Dean Maria Perbellini.
- 2021 Italian Ministry of Culture Award to the Italian Pavilion at the 17th Venice Biennale, award assigned to SoAD Endowed Chair Alessandro Melis)

The tenure, tenure-track, teaching non-tenure-track, and visiting faculty, the Chairs and Directors, in coordination with the Associate Deans, and the Dean, are the responsible stewards of the School's commitment to developing knowledge and fostering innovation. New highly qualified tenure track faculty are recruited to support the variety of curricular needs and bolster areas of growth, applied research, and innovation. The proactive and collegial collaboration of full-time, teaching non-tenure-track, visiting and adjunct faculty allows for a broader range and diversity of backgrounds and expertise. The monthly faculty meetings, strategic and coordination planning, and Curriculum Committees provide the framework for discussing and strategizing immediate, medium, and long-range targets toward the equitable growth of the SoAD community at large.

Applied and scholarly research are integrated throughout the undergraduate and graduate academic programs. Emergent thinking and practice, critical research and application, problem driven inquiry, diversity, equity, inclusion and sustainability are interrogated in the design studio sequence with emphasis given to hands-on learning, interdisciplinary collaboration and integrated technology. Students are encouraged to experiment and observe, first-

hand, the results of their applied research, through the design and realization of space components, buildings, environments, sites, landscapes, and overall environments.

Further highlights of our research output, events, awards, faculty work, and recognition can be found here: https://www.nyit.edu/architecture/news
and
https://www.nyit.edu/architecture/gallery/faculty

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

Program Response:

The SoAD prioritizes leadership, collaboration and community engagement in the culture of its studio-based B.Arch and M.Arch programs and within the curricular and extra-curricular activities of those programs. Leadership is expected in the individual agency and responsibility of students and faculty. Collaboration is prized as fertile ground for learning and reinforced in specific team projects through the curricula. Community engagement is at the core of the degree program cohorts, the SoAD student body, the academic community, and the larger NY and global community with which the programs interact. The SoAD maintains that the emphasis on critical interdisciplinary design and practicum-based learning within the curriculum prepares students for leadership and entrepreneurship in the profession, collaboration within and beyond the profession, and for rendering service to the public.

Leadership, collaboration and engagement are evidenced and promoted within the university in the areas of scholarship, teaching, and service.

NYIT supports faculty scholarship initiatives through the Office of Sponsored Programs and Research (OSPAR) and assists 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 School's research and publication achievements.

Student initiatives at Institutional level are supported through the 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.

Student and faculty initiatives are also predominantly sustained at the SoAD through fundraising by the Dean. This provides robust and enthusiastic financial support for faculty development, faculty and student research projects, participation in conferences and symposia, travel and study abroad opportunities, multiple student scholarships, as well as workshops, exhibitions, faculty sabbaticals, and release -time allotments.

Collaboration is embedded in the structure of the B.Arch curricula. B.Arch, BSAT and BFA.ID students are enrolled in the foundation year in interdisciplinary course sections of Design Fundamentals + Visualization. They learn and work together in teams on research and design projects. Additionally, the B.Arch Arch 402 4th year Community Design studio is structured as critical teamwork between students, with a collaborative exhibition style outcome that brings together both campuses NYC and LI together in an end-of-year colloquium.

This collaborative and inclusive approach prepares students for the teamwork orientation of the allied architecture, design and technology professions and allows them to navigate synergetic processes to accomplish goals, practice conflict resolution, and develop effective communication and interpersonal skills.

This approach proceeds and is strengthened throughout the B.Arch and M.Arch design studio sequence curriculum. These studios also engage guest faculty and professionals with expertise in structures and environmental systems to participate in the teaching. Most of these studios are coordinated via syllabus design and curriculum planning so multiple course sections can easily work in unison. The paired-teaching model is applied so that students can witness the collaboration of faculty in lecture, studio lab and project review phases of design studio courses. This allows students to appreciate the leadership, team and collaborative roles of team partners working toward a common goal, while also benefiting from the diverse approaches and expertise of the teaching faculty. The School of Architecture and Design places an emphasis on developing and offering meaningful participatory opportunities for partnership, exchange, leadership, and collaboration to our students and faculty. SoAD faculty consistently offers both studios and seminars with active service components through curricular and extra-curricular projects at the local, regional and international level. Some examples of these partnerships and collaborations with educational institutions, industries, professional organizations, private agencies, and local and global communities include the following:

Educational Institutions

- MoUs, International and Exchange Agreements with Politecnico di Milano; Univerista' di Pisa; Politecnico di Bari; Istituto Universitario di Architettura di Venezia (IUAV); Public Catholic University of Rio de Janeiro (PUC Rio); International University of Catalonia (UIC Barcelona); Universidad Iberoamericana (UNIBE Santo Domingo); Tsinghua Shenzhen International Graduate School (SIGS); Brooklyn School of Integrated Learning.

Industries

- Belvedere S.p.A.; ENEL-Italian Energy Company; WAY S.p.A.; WASP- 3D printing and Robotic; PIMAR – Italian Limestone; Lamborghini S.p.A.

Professional Organizations

- AIA New York and Long Island Chapters; NOMA –National Organization of Minority in Architects; New York City Department of Education, Office of Postsecondary Readiness, Career and Technical Education.

Private Agencies

- Consulate General of Denmark in New York; Institute of Italian Culture in New York; UN-Habitat; World Bank –Communities Connection Program; IDC Foundation; New York City Architecture Biennial; New York City X Design; Design Intelligence; Bronx Housing Authority; MACCA - Open Air Museum of Contemporary Art in Tuscany; Noguchi Museum NY; Ronald Edmonds Learning Center II.

Local and Global Communities

- Comune di Peccioli (IT); Harlem Congregations for Community Improvement (HCCI)
- The New York Restoration Project has sponsored design-built service-learning projects, built and funded by NYIT with the coordination of an adjunct faculty member.
- 4th year B.Arch Community Design Studio, have been working closely for several years with local community groups as clients to concentrate on firsthand, real-life experience with community advocacy, leadership in public engagement, urban design, sustainable development, heritage preservation, and strategic planning that contribute to urban regeneration strategies and community. In recent years SoAD students and faculty have focused on areas such as Bronx, Queens, Harlem, Brooklyn, Long Island, and Staten Island.
- B.Arch Thesis Studios have often developed collaborative and integrated studies and projects with communities in need around the world due to social and/or ecological vulnerabilities. Some of the most

recent locations include Burkina Faso - Africa, multiple locations in Rio de Janeiro -Brazil, and Barcelona in Spain, in collaboration with Politecnico di Milano's 'Measures and Scales Laboratory' and 'UN-Habitat'. These projects stimulate innovative sustainable design strategies and proposals towards environmental resiliency consistent with the local cultural and social landscapes. These laboratories worked in dialogue with the local officials and inhabitants to develop proposals for rethinking infrastructure, ecology, public spaces, agricultural production, and open and equitable access to services. Similarly, other thesis studios examined the Joint Security Area (JSA) in the Korean Demilitarized Zone (DMZ), exploring architecture's role in transforming conflicted border zones into productive spaces for its communities. Furthermore, and on a more local scale, thesis students collaborated with the Sag Harbor's community in Long Island (NY) to present a resilient future through innovative research, architecture, and urban design with implications at a large regional scale.

- M.Arch ARCH 724 Material Tectonics is a design-built service-learning course that entails students working with a local nonprofit community group to construct a pavilion-scaled structure. Students meet with community members and draft an architectural program that addresses their concerns. After the initial meeting, student teams prepare design proposals in an in-house competition format, and these are presented to the community groups for discussion and selection. Once a direction has been agreed upon, the class is divided into teams to develop the design, specify materials, fabricate elements and assemble them on site.

The integrative interdisciplinary approach across our undergraduate and graduate curricula and the community ethos that arises in the studio establishes long term professional relationships. NYIT alumni are a strong community with a deep sense of mentorship, collegiality and professional engagement. This collaborative model of learning and practice establishes a strong holistic approach to education and work. As a result, SoAD alumni have established and maintain a professional legacy of strong connection to the SoAD and offer instrumental partnerships for the growth of our ambitions, while also providing crucial assistance in hiring students, and offering scholarships and awards.

Each year, the SoAD supports leadership in research by hosting and mentoring visiting scholars. The SoAD attracts Fulbright students-in-residence from a pool of international universities and institutions. The School provides studio space, access to its libraries and archives, mentoring and project reviews by its graduate and undergraduate program Chairs, Directors and Faculty to Ph.D. and Master degree candidates. Visiting scholars are fully integrated as guests of the School to encourage collaboration, discourse, exchange with the SoAD community and nurturing the development of future leaders in academia and applied research. Visiting scholars also contribute evidence and outcomes of the benefits of supported academic research to our undergraduate and graduate students. Visiting scholars participate in reviews and work in the B.Arch studios with undergraduate students contributing to the interdisciplinary, innovation driven studio culture and to reinforce and expand a solid intellectual reputation.

A list of **Visiting Scholars** and their research at SoAD in recent years can be found here:
https://www.nyit.edu/u/9EDme6

The Student Affairs Committee (SAC) was established in 2018 as an inclusive student engagement, mentorship and leadership forum. The SAC, attended by dedicated supporting full time and part time faculty, integrates and nurtures constructive dialogue and student leadership, communication and collaboration within the School's policy making, student life, facilities, and academic initiatives, providing opportunities for students to advocate with faculty and staff to improve the SoAD community. The SoAD places an emphasis on offering meaningful participatory leadership opportunities for our undergraduate and graduate students. SAC meetings address academic, curriculum, studio culture and community issues. The SAC integrates student members into nine standing School Faculty Committees each year to allow students to witness and participate in academic discussions and decision making. SoAD student leaders also serve on the NYIT Student Government Association. The Student Affairs Committee supports the

growing number of vibrant student organizations including AIAS, IDSA and NOMAS. These organizations provide leadership and professional development opportunities and foster community among our own student body and the emerging professional community. The SAC and student organizations work closely with the Career Services office to participate in the SoAD fall and spring job fairs. The SAC collaborates closely with the School's leadership team in the freshmen orientation activities, student orientation pamphlet development and distribution each year.

Atmosphere, the annual SoAD journal of exemplary student work, celebrates excellence in design. Designed and produced by student leaders in collaboration with designated faculty members via the Marketing and Media Committee, *Atmosphere* promotes and publicizes student achievement in architecture, design, digital art, fabrication and technology. Students also participate in project teams to update and improve the SoAD website, social media venues and designs.

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

Program Response:

The SoAD is fully committed to supporting and nurturing our students' lifelong learning in architecture, design and technology. Curiosity, research, critical thinking, professional development and proactive self-education are required in all areas of our B.Arch and M.Arch curricula and they are qualities necessary for a successful, critical practice. The School's goal is to educate "the whole architect." Our programs assist students in optimizing their education as they mature as intellectuals, artistically sensitive, socially involved, professionally practicing with responsibility, and personally, on their individual life-long journeys of discovery and giving back.

The SoAD prepares students with evolving pedagogies, enhancing skills and digital abilities, and an understanding of how they must be continually updated for contemporary practice. Lifelong learning in the form of continuing education is a requirement for professional registration and is also communicated in SoAD coursework and professional licensure information sessions.

Our faculty are published widely, in books, journals, magazines, and a variety of media. They are invited speakers at international academic and professional conferences, and their professional projects and research are exhibited at renowned national and international venues. They organize and participate in academic discussions and design studio reviews to promote the advancement of interdisciplinary knowledge. The School's extensive lectures, events and symposia series have open public access and are attended in person and in remote modalities by students, faculty, alumni, professionals, and the international architecture community. This year Lectures & Events Series focuses on "WORLDS UN/DESIGNED: Unscripted, Atypical, Unnatural, and Uncontrolled," while the topic of the previous year was "FUTURE BY DESIGN: Re-thinking Processes of Making for Healthier Futures." This vibrant series engages students in the current dialogue of emerging global practices and continuous learning and exchange outside the classroom. Furthermore, it confirms the commitment of our SoAD community to proactively address diversity, equity, inclusion, and belonging towards a more sustainable and healthy future for all.
For more details on the recent Lectures and Events Series at the School of Architecture and Design (SoAD), visit:
https://vimeo.com/algorithmicdesign/nyit-posters?share=copy

Faculty and students participate in numerous organizations that promote architectural projects and issues in New York City and internationally. Only to refer to the main and more recent ones, students and faculty across the SoAD

programs participated as exhibitors in the **19th, 18th, and 17th Venice Architecture Biennale in 2025, 2023, and 2021**—the largest architectural event in the world; to the **62nd Salone del Mobile, Salone Satellite and Fuori Salone in 2024**—the largest and most influential exhibition on interior design and furniture in the world; to the **2024 Edition of New York City X Design Week** with Dean Perbellini is member of the Steering Committee; and to **the 2nd and 3rd Edition of the New York City Architecture Biennial in 2022 and 2024,** both also coordinated and hosted in the School of Architecture and Design at New York Tech with Dean Perbellinini as a member of the Advisory Board. The IDC Foundation Endowed Chair Prof. Alessandro Melis served as the Curator of the 17th Venice Architecture Biennale's Padiglione Italia and Dean Perbellini was an invited member of the Padiglione Italia's Advisory Board and a Creative Director of the Virtual Italian Pavilion. Marcella Del Signore, Athina Papadopoulou, and Sandra Manninger were the co-curators with Dean Perbellini of the Collateral Event of the 18th Venice Architecture Biennale; while Giovanni Santamaria and Dean Perbellini were the co-curators of the exhibition at the 62nd Salone del Mobile. Faculty and students participate in AIA and AIAS as board members, serve on committees and in award programs. Faculty and alumni participate in leadership and programming of the AIA, professors David Diamond, Farzana Gandhi, and Giovanni Santamaria served for several years each as jurors for annual Fulbright Scholarships, and Professor Jeffrey Raven has served as AIA New York chapter President. A more comprehensive list of extracurricular projects, exhibitions and events is included in the paragraph *"Knowledge and Innovation"* (page 20).

Faculty-led summer study abroad programs, exchanges, workshops, design/build opportunities (sLAB), international travel and studies encourage students to participate and perpetuate the legacy of extended learning pilgrimage and experiential learning without borders. Through direct experience we promote a shared interest in learning from other cultures and by seeking out exemplary works of architecture, interior design, landscape architecture and urbanism as a lifelong practice. Each spring the student work produced during the year and in extracurricular activities abroad and international studies are exhibited and published in the annual *Atmosphere* publication of exemplary student projects as an illustration of the role of extended learning, and currently at its 7th edition. Students begin to define their own professional roles and career-oriented research in order to make their contributions to the expanding conservatory of architectural knowledge.

NYIT's Edward Guiliano Global Fellowship Award offers support for independent travel-based research, scholarly activities, or artistic expression projects. Two such grants were awarded to M.Arch candidates in 2021 and 2022, for research work based in Egypt and India respectively.

The NYIT Alumni and Friends of the School of Architecture and Design is an independent group of professionals that is greatly engaged with the SoAD development. The annual SoAD Alumni and Friends event, hosted by Dean Perbellini, raises significant funds in support of student scholarships, international studies student special projects and activities, financial aid, and technology advancement. These generous fund distributions have been essential for students experiences and initiatives and are additionally sponsoring the Scala Gala graduation celebration event. The Friends annual fundraising supports student conference registration and travel costs, the Architecture Design Studio V Community Design competition, academic scholarships, thesis travel, international studies abroad and student exhibitions. The Alumni and Friends also sponsor a signature lecture by a prominent architect in the beginning of each fall semester as part of the Friends scholarship ceremony that awards 4 students. In the Fall of 2024, the guest speaker was Cas Esbach of MVRDV and his presentation focused on the firm's application of advanced sustainable research in design.

Extended education is a mandated professional requirement of architectural licensure and practice. This aligns with our commitment to instilling the self-learning paradigm as a critical practice. The architect's broad range of required skills and knowledge has always dictated continuous curiosity, inquiry and sustained relevance. Creative processes and professionalism require self-motivated interest in awareness and understanding of current and emerging knowledge, tools and practices. The School also values and promotes a commitment to autodidacticism in its students and faculty. The foundation of academic work is intellectual integrity, academic freedom, transparency,

credibility and trust. Lifelong learning is a cumulative ethical practice. It is fundamental to have heightened cultural and self-awareness and open-ended inquiry to develop the principled, professional, interpersonal, and leadership skills necessary for practicing architecture and design excellence and being coherent with the mission of our School of caring for our complex and evolving environments.
Knowledge belongs to everyone and the SoAD advocates for open and shared access to knowledge and ideas.

The majority of SoAD faculty are practicing architects who directly connect our students to the most relevant professional issues through one-on-one discussions in all areas of the curriculum including design, visualization, technology, materials, structures, environmental systems and history theory. They are also living examples of dedicated sustained learning applied to practice. Faculty mentors provide direct access to the lessons and legacy of the commitment required to solve the complex issues inherent in architecture, design and construction. Our students learn how the power of questioning triggers and feeds critical thinking as evidenced by the scholarly approaches of our architectural history and theory faculty and through their current research and published projects delivered in the classroom and at public events.

The School's curriculum, (studio) teaching and learning culture, history theory, technology and professional practice courses emphasize, educate and impact on the architect's proactive learning and leadership mandates. At the same, symposia, lectures, and workshops with renowned architects and expert professionals integrate inspirational design creativity with professional and technical knowledge toward the understanding of the complexity of norms, protocols, behaviors, as well as of physical and cultural contexts that define the field.
The Student Affairs Committee, the Chairs' and Directors' along with the faculty advising and mentoring teams' protocols promote informed and self-motivated, independent research, inventive problem solving and effective decision making. Open-ended curiosity, dedicated creativity, and personal incentive are fundamental qualities espoused in the School's academic and advising endeavors.

The SoAD supports these and all initiatives that engage our students in architecture and learning, well beyond the classroom, taking important early steps toward careers informed by a lifetime of learning and engaged advocacy in their profession. The continuous and proactive interaction between this and the academia, promoted while still at School through the participation in Architecture Fairs, Portfolio and Mentoring Workshops, and Firm Visits –most recently Morphosis, BIG, SOM, H2M, MVRDV- continues with the mentoring and supporting activities of our strong community of Friends and Alumni across several generations, leading to a positive and fertile process of passionate lifelong learning that involves all our students and faculty

The School of Architecture & Design (SoAD) Strategic Planning Process

The SoAD Strategic Plan outlines the school's and departments' goals and strategies to advance our vision, in alignment with the New York Institute of Technology's (NYIT) 2030 Strategic Action Plan (2022- 2025), which establishes long-term institutional objectives.
Our strategic priorities align with the NYIT Strategic Action Plan. For more details, visit: NYIT Strategic Action Plan or https://www.nyit.edu/about/action_plan.

NYIT Strategic Action Plan Priorities:

- Optimize Student Success
- Drive Innovation and Discovery with Diverse Talent
- Sharpen Institutional Identity
- Fortify Institutional Viability

NYIT Strategic Action Plan Process Themes:

- Strengthening Equity
- Consciousness, Improving Operational Efficiency and Resource Effectiveness
- Accelerating Digital Transformation

The 2023-25 STRAP Committee reviewed past goals and actions and offers recommendations for ongoing and new initiatives. The goal is to further clarify and update the school's objectives in collaboration with the Dean, department Chairs and Directors, and faculty.

The School of Architecture & Design (SoAD) Mission and Vision

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.

Core Values:

- **Design Intelligence:** This refers to the development and application of critical skills and knowledge through a comprehensive curriculum. It emphasizes individual creative inquiry, theory, history, culture, technology, research, and contributions from leaders and innovators in diverse fields.

- **Technology:** This value underscores the importance of integrating prevailing and emerging technologies into academic and professional practices, manifested in a design-centered and innovation-driven curriculum.

- **Leadership:** Instilled in our students and graduates through collaborative, team-based projects, leadership is fostered through a holistic and ethical New York Tech educational experience and international initiatives. Students gain expertise working across disciplines, institutions, and organizations.

Strategic Plan Objectives

The SoAD Strategic Planning Committee has identified five strategic goals:

1. **Design Intelligence – Design, Knowledge and Innovation:**
   Cultivate universal design skills, knowledge and innovation by developing project-based coursework that integrates critical thinking, self-motivated curiosity, experimentation, emerging, advanced technology, software, visualization skills, history- theories, and research in curricular and extracurricular activities.

2. **Student-Activated Experience – Leadership, Community Engagement:**
   Provide a student-centered academic environment and learning experiences supported by faculty and academic resources, fostering leadership, student-led entrepreneurship, and high- impact initiatives and curricula that enhance students' learning and success in team work also in cooperation with a variety of local and global communities in need.

3. **Research and Innovation – Lifelong Learning:**
   Offer academic and professional opportunities for engaging in innovative explorations, technologies and new work modalities and flows, across various experiential and physical environments that prepare students for sustained lifelong learning and self-motivated applied research and practice, including externship and new practicum-based programs.

4. **Interdisciplinary Approaches – Collaboration:**
   Prepare students with a diverse design approach founded on interdisciplinary research, collaborative practices, applied through new collaborative methods across scales and contexts.

5. **Global Engagement – Equity, Diversity, and Inclusion / Environmental Stewardship and Professional Responsibility:**
   Gain international recognition for quality education and engagement with contemporary social and environmental issues, preparing graduates as global citizens ready for 21st-century careers. Thus creating, and fortifying culturally diverse, ethically and ecologically sound, physical and virtual environments and communities.

Alignment of Strategic Goals are individually prioritized yet allow for intrinsic overlaps where strategic and holistic practices are fundamental inherently related.

Design Intelligence – Design, Knowledge and Innovation:

Objective:
TheSoAD will cultivate innovation holistic design skills and knowledge building through project-based coursework that integrates critical thinking, technology, history, theory, research, and visualization skills.

Strategies:

- Develop integrated critical thinking and research experiences within design projects to address societal and environmental issues.

- Expand project-based, experiential learning environments that empower students to apply knowledge from various areas of the curriculum.

- Innovate teaching approaches in history, theory, research, and technology by integrating advanced research and technology.

- Advance digital design technologies, computational tools, and experimental design methodologies.

- Support high-impact, experiential projects and initiatives that integrate critical research in design and technology.

- Foster development of new digital tools and AI applications for design experimentation and knowledge transfer.

- Host symposia, exhibitions, and workshops to advance design discourse and intelligence.

Student-Activated Experience – Leadership, and Community Engagement:

Objective:
Foster an academic environment supported by faculty and resources that promotes high-impact, student-led entrepreneurial, research, and external project initiatives.

Strategies:

- Engage students and faculty in experiential learning opportunities beyond the classroom, including international travel and exchange programs.

- Support and develop Design/Build workshops, (i.e., design studios, SLAB, Freedom by Design, industry partner projects, Game Design Hackathons)

- Provide opportunities for students and faculty to engage in community projects and social equity-driven initiatives.

- Enhance the Student Affairs Committee to integrate student perspectives and provide leadership mentoring to emerging professional student groups, (AIAS, IDSA, NOMAS, the Game Design Club and graduate students).

- Collaborate with Career Services to improve student career development through CV workshops, mock interviews, and portfolio reviews along with scholarship opportunities.

- Conduct annual alumni career fairs and mentoring programs.

- Build long-term relationships with local and international organizations for community design- build and service-learning activities.

Research and Innovation -– Lifelong Learning:

Objective:
Provide opportunities for engaging in innovative research applied in experiential, virtual, and physical environments.

Strategies:

- Define strategic research areas and pursue long-term partnerships for research funding.
- Develop a research-driven post-graduate Ph.D or D.Arch/DDes program.
- Expand support for faculty research, including publications, projects, and travel.
- Support the mission in building high-impact scholarships, promoting graduate programs, and advancing entrepreneurship and innovation.
- Host international lectures and conferences on innovation and emergent research.
- Expand the website database of faculty and student research projects and outcomes.
- Develop state-of-the-art campus facilities to support research and innovation.
- Advance research in digital technologies, including VR, AI, and robotics.
- Conduct applied research on materials and environmental impact on user well-being.
- Promote climate-based design research supported by grants and collaborations.

Interdisciplinary Approaches - Collaboration:

Objective:
Prepare students with a holistic design approach through interdisciplinary research and methods applicable across scales and contexts.

Strategies:

- Develop collaborative interdisciplinary initiatives within the Institute.
- Enhance international recognition through innovative interdisciplinary research.
- Integrate research and methodologies from diverse fields into design approaches.
- Create external partnerships with communities, institutions, and industry partners.
- Develop interdisciplinary curricula linking advanced technologies, knowledge, professional leadership models with global experts in the school's allied fields.
- Foster team-oriented, high-impact Design/Build projects.
- Establish dedicated interdisciplinary working spaces for research and competitions, material, software and prototype research.
- Develop joint degrees with NYIT partner schools.

Global Engagement - Equity, Diversity, and Inclusion / Environmental Stewardship and Professional

Objective:
Achieve international recognition for quality education and engagement with social, community-related, and environmental issues, preparing graduates as global citizens and leaders.

Strategies:

- Increase international recognition through globally relevant academic programs and research.
- Boost enrollment and diversity of international and domestic students.
- Develop specialized learning units applicable towards post graduate specializations.
- Develop specialized learning units such as synchronous and asynchronous online courses for a global audience.
- Forge international institutional and industry partnerships.
- Enhance connections with global design firms through career fairs and mentorship.
- Expand funded international study opportunities for students.

Throughout the 5-year long range Strategic Planning process, implementation and evaluation, annual and cyclic review of alignments, development and successful implementation of strategic objectives and strategies occur through the annual Institutional CPI process in coordination with the NYIT Strategic Action Plan Committee proceedings. The SoAD Strategic Planning Committee in alignment with the Dean's office and Associate Deans, as well as via the cyclic NAAB review and preparations that are intrinsic to the vertical and horizontal curriculum coordination, each semester, assess, evaluate and plan in accordance with academic administrators, program leaders, curriculum coordinators and faculty. The 10 standing SoAD faculty committees, including the Curriculum and STRAP committees also review and recommends changes of aspects in accordance with the long-range Strategic Plan as part of monthly meetings. Further assessment and evaluation of specific aspects of the SoAD STRAP are reviewed annual with the Dean's Advisory Board, invited alumni and professionals, as well as within the periodic program review each summer.

2023-25 Strategic Plan (STRAP) Committee Members: Anthony Caradonna, Francesca Forlini, Pablo Lorenzo-Eiroa, Sandra Manninger, Alessandro Melis, Michael Nolan, Kevin Park, and student member Margret Irene Lactaoen. In coordination with Dean Maria Perbellini and Associate Dean for Academic Operations Giovanni Santamaria.

3—Program and Student Criteria

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

3.1 Program Criteria (PC)

The program must provide:

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

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

Program Response:

B.Arch + M.Arch

General Narrative

The paths to becoming a licensed architect in the United States, and the range of available career opportunities utilizing the discipline's skills and knowledge are embedded throughout the B.Arch and M.Arch programs. New York Tech's faculty consists mostly of registered and practicing architects at various stages in their careers. Similarly, guest jurors are often registered or working towards licensure and bring knowledge and experience from the perspective of current architectural practice. Additionally, New York Tech's M.Arch program's IPAL (Integrated Path to Licensure) program, is still in development, though presently, it is not recognized by the New York State Education Department's (NYSED) Office of the Professions. Additionally, NCARB/AXP Coordinator, Prof. Robert Cody (SoAD full-time teaching faculty) holds annual meetings with professional degree candidates from both programs with representatives from NCARB and NYSED Office of Professions for Architecture.

We have been experiencing consistency in job placement and availability of work opportunities for our graduated students through the years. In recent years, we have also noted a larger percentage of our students continuing their education in graduate programs at NYIT SoAD or at prestigious universities in the Northeast, providing them access to higher professional positions. Our alumni have provided more mentoring activities in groups and to individual students, and opportunities to meet professionals in the field have recently been implemented (Spring 24). This strengthens our connections with alumni and offers more effective, inclusive, and up to date job and career opportunities.

Self-Assessment

Ongoing self-assessment is achieved through semiannual reviews of course materials including syllabi, Learning Outcome Rubrics, assignments, exams and lectures. In courses with studio formats, progress and final reviews provide opportunities for holistic overview of learning outcomes. Additionally, required LO/Grade Rubrics offer data-based measures of achievement in all courses. The Learning Outcomes tie back to New York Tech, SoAD, and NAAB values and specifically to NAAB's Program and Student Criteria. During reviews, participating faculty and guest critics are asked to complete LO scorecards, which are aggregated per student and per criterion, to gauge learning, teaching and syllabus effectiveness. At end-of-semester faculty meetings, the data is examined and recommendations for change are discussed and implemented for subsequent semesters.

The process is more fully described in paragraphs "5.2- Planning and Assessment" and "5.3- Curricular Development" below. **(**https://www.nyit.edu/u/DMUdLb**)**

B.Arch

Narrative

Coverage of professional career opportunities is distributed across multiple courses. Taken in the Spring semester of the 3rd year in the B.Arch program, **ARCH 327 Computer Aided Construction Drawings** offers students a thorough introduction to Building Information Modeling (BIM) and Virtual Design and Construction (VDC) and how these tools are improving architectural production through centralized, data-rich models in professional practice settings. Guest lectures by invited design professionals focus on how they enhance decision-making by visualizing complex projects in 3D, integrating scheduling and cost analysis, and minimizing errors before construction begins. This semester is followed by **ARCH 413 Architectural Simulation and Fabrication Optimization** in the Fall semester of the 4th year, where students learn tools and skills for building performance modeling and environmental simulations enabling students to make design decisions based on quantitative data and piquing their interest in career opportunities based in such emerging technologies. Together, **ARCH 327** and **ARCH 413** form a technical foundation for students who may confront complex building design practices and sustainable design challenges in practice.

Also taken in the fourth year, **ARCH 272 Environmental Site Planning** introduces students to the technologies of site development and design as well as the role of planning and zoning as a set of guidelines, and as a tool to regulate urban development and protect the environment. Stakeholder roles are discussed to introduce students to the various actors (and career paths) involved in professional practice.

Finally, in the 5th year, **ARCH 481 Professional Practice** gives students exposure to the professional and legal responsibilities of architects, and an overview of practice from the perspectives of the owner, developer, builder, and entrepreneur. Contemporary and new business models, project delivery methods, and new career paths emerging with new technologies (i.e. artificial intelligence, virtual reality) are explored.

Summary of Modifications

ARCH 327 Computer Aided Construction Drawings – To improve student learning outcomes, group-based project assignments that simulate professional environments have been introduced to leverage work sharing-based workflows, while keeping a focus on "forensic investigations" and skills/tools rather than individual design intent. Additionally, new lectures focusing on BIM, VDC, and emerging tools emphasize the results of these database-driven workflows (i.e. fewer change orders, faster projects, reduction of waste, etc.)

ARCH 413 Architectural Simulation and Fabrication Optimization – Having only been offered for two years and with students meeting benchmarks with varying success; this new course continues to be adjusted for content and delivery and to offer baseline skills that are currently sought after in our professional market.

ARCH 272 Environmental Site Planning (taken in the 4th yr) – Debate assignments were introduced in the past 3 years to have students assume various stakeholder roles such as that of architect, developer, NYC agency leader, and community board leader in discussions ranging in topics (land development processes, zoning, ULURP, SEQRA, EIS). This introduces students to the range of available career opportunities available amongst the different actors involved.

While this role-playing is a successful addition to the course, not all course sections emphasized this assignment equally yielding inconsistency in meeting benchmarks. In assessing outcomes, it was found that they are time intensive and often are in place of time spent on lecture topics and/or project feedback. Subsequent adjustments based on future outcomes will be made and one possibility would be to have students record the debates and post these to the class drive and have the class respond and ask questions via online discussions and posted comments outside of class time.

ARCH 481 Professional Practice – This course has been thoroughly updated this Fall (2024) to reflect emerging career paths and an understanding of the latest AXP requirements and ARE 5.0 exam, administered by NCARB. Close attention has been put to the "Basic Architectural Services" in correspondence with the latest AIA contracts. With

the recent revamp of this course and having only run once, assessment is still preliminary and assignments will continue to be modified to ensure student success.

Assessment Instruments

ARCH 327 Computer Aided Construction Drawings – In-class assignment "Project Manual as an Instrument of Service," Final project assembled CD set

ARCH 413 Architectural Simulation and Fabrication Optimization – Final Project applying building performance simulation to studio project

ARCH 272 Environmental Site Planning (taken in the 4th yr) – Debate (stakeholder roles) assignment, SEQRA/Environmental Impact Statement (EIS) diagrams

ARCH 481 Professional Practice – term project including oral and visual presentations

M.Arch

Summary of Modifications

ARCH 705 Studio 5 (Integrative Design) – Although we have met our benchmarks, post-semester review of course materials indicates that we can improve results by strengthening ties between ARCH 705 and ARCH 713 - a new course that is still in process as it relates to digital environmental simulations that will mirror the content of ARCH 413 in the B.Arch - along with ARCH 772-Building Systems II, and ARCH 727- Construction Documents (as it relates to digital environmental simulations).

ARCH 772 Site Planning – Post-semester reviews of fall 2023 coursework suggest that we shift emphasis from "siloed topics" to a more integrated approach to zoning/site analysis, environmental forces, community engagement, and sustainable systems all based around a single site proposal.

ARCH 880 Practice Models + Strategies – While benchmarks were met, to improve student learning outcomes, we have changed the course structure from a business- legal-ethical model to one centered on practice based legal and licensure management issues. This course entails a semester-long project, now divided into two half-term projects. This should enhance time management and aid in balancing the distribution of deliverables across the semester.

Summary of Modifications

ARCH 772 Site Planning – Post-semester reviews of fall 2023 coursework suggest that we shift emphasis from "siloed topics" to a more integrated approach to zoning/site analysis, environmental forces, community engagement, and sustainable systems all based around a single site proposal.

ARCH 705 Studio 5 (Integrative Design) – Although we have met our benchmarks, post-semester review of course materials indicate that we can improve results by strengthening ties between ARCH 705 and ARCH 713 - a new course that is still in process as it relates to digital environmental simulations - along with ARCH 772-Building Systems II, and ARCH 727-Constrction Documents (as it relates to digital environmental simulations).

ARCH 880 Practice Models + Strategies – While benchmarks were met, to improve student learning outcomes, we have changed the course structure from a business- legal-ethical model to one centered on practice based legal and licensure management issues. This course entails a semester-long project, now divided into two half-term projects. This should enhance time management and aid in balancing the distribution of deliverables across the semester.

Assessment Instruments

ARCH 705 Studio 5 (Integrative Design) – Assessment instruments include scored achievements during progress, mid-term and final reviews with outside professionals to focus on the discipline's skills and knowledge and its integrated deployment

ARCH 772 Site Planning – Assignment-based evaluations yield data on student achievement of PC.1 objectives.

ARCH 880 Practice Models + Strategies – Assignment and in-class presentation-based evaluations yield data on student achievement of PC.1 objectives.

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

Program Response:

B.Arch + M.Arch:

General Narrative

Architecture is a cultural practice reflective of society's values, priorities, and aspirations. At a fundamental level, Architecture shapes the built environment to mediate between us and the world around us; as essential shelter, as configured spaces that confer significance to human action, and as a lens through which to understand our place in the larger world at telescoping scales, from those of interior spaces to buildings, open spaces, and cities.

Design is both a process of making and applied research. It defines the constructed language through which this cultural practice is expressed in guaranteeing safe and comfortable spaces to everyone. As a public discourse, the work of architects is collaborative and integrative, involving the knowledge and expertise of others in the realization of projects that must, in turn, perform for individuals and/or collectives. Architecture's ability to express society's values continuously evolves; social equity, inclusion, environmental responsibility, sustainable practices, technology, experimentation, and innovation are drivers of this change. The B.Arch and M.Arch programs seek to ground students with the values, concepts, and technologies upon which to build sound professional knowledge and practices and enable them to experiment and innovate in response to ever-changing challenges to improve our built environment.

Self-Assessment.

(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative

The B.Arch is organized as a 10-semester studio sequence beginning at the 100 level with abstract problems that become increasingly complex, with a focus on form-making, composition and proportions, and visualization. In the second year **ARCH 201 Architectural Design 1** and **ARCH 202 Architectural Design 2** challenge students with design problems that include specific references to site, scale, and program. The third and fourth years move toward comprehensive design exploring integrated environmental and structural systems of larger building and students must employ the abstract and compositional ideas of the early studios to a problem that is also responsive to the physical and social context of the site.

In the fourth year, **ARCH 402 Architectural Design 6 (Community Design Studio)** introduces students to urban design and community engagement. In ARCH 402, for the first time, students are designing from the regional scale to the architectural scale, incorporating and synthesizing external inputs from a variety of sources to craft in their own proposal. The students engage with actual stakeholders (community groups, community boards, developers, etc.) for a multi-scaled proposal from buildings to streets and public spaces to the neighborhood at-large and shaped by site research and programming. In the fifth year, students then conclude with a 2-semester final thesis studio that is centered on student-driven research.

Summary of Modifications

ARCH 201 Architectural Design 1 – As of Fall 2023, the syllabus has been structured around three phases: Precedent Transformation, Schematics + Proposition, and Project Development + Integration. These modifications have resulted in almost all students meeting benchmarks.

ARCH 202 Architectural Design 2 – The syllabus has been greatly simplified and phases were added to be consistent with ARCH 201. Four phases were established: Site Analysis + Representation, Comparative Architectural Precedent

Analysis + Ideation, Site & Precedent Transformation, Schematics + Proposition, and Project Development + Integration. This restructuring resulted in almost all students meeting benchmarks.

ARCH 402 Architectural Design 6 (Community Design Studio) – After some experimentation with sections examining sites suggested by individual studio critics for several years, as of Fall 2024, this studio has returned to focus on a community in the NY metropolitan area. Students work in teams and presentations / discussions occur across studio sections. The final review presentations now include members of the community focus and is conducted as a competition between teams. Fall 2024 assessments demonstrate the totality of students meeting benchmarks.

Assessment Instruments

ARCH 201 Architectural Design 1 – process physical and digital models, process sketches, final project drawings
ARCH 202 Architectural Design 2 – site analysis, precedent analysis, design drawings and diagrams
ARCH 402 Architectural Design 6 (Community Design Studio) – project drawings, diagrams, models, presentations

M.Arch:

Narrative

The M.Arch is organized as a 6-semester design sequence for Track I candidates beginning at the 600 level, and a 4-semester sequence for Track II candidates beginning at the 700 level. Both tracks share coursework at the 700 and 800 levels. Studio courses **ARCH 601 M.Arch Studio 1** and **ARCH 602 M.Arch Studio 2** provide an accelerated foundation for students lacking a pre-professional degree in architecture. Here students become familiar with the values, concepts, language, practices and tools of design.

(Track II students bring foundation level skills from their prior degrees). Track I and II students come together for **ARCH 704 M.Arch Studio 4,** which is an introduction to integrative design, followed by **ARCH 705 M.Arch Studio 5 Integrative Design**. These studios are oriented to both environmental and construction aspects and are supported by concurrent seminars **ARCH 772 Site Planning**, **ARCH 741 Visualization III** and **ARCH 713 Architectural Performance + Fabrication Optimization**. The studio sequence is supplemented by ARCH 724 – Material Tectonics II, a design-build, service-learning course that works with a different non-profit community group each semester. We are meeting our benchmarks, and the only changes pertain to the particulars of each client group, site and programmatic needs, which change each semester. The 800 level is devoted to research, experimentation, and innovation.

ARCH 801 M.Arch Studio 6 is devoted to urban housing and requires students to consider design at multiple scales, from that of the city and neighborhood, down to that of a residential unit.

ARCH 802 M.Arch Studio 7 is a research-based studio that focuses on student-driven multi-scalar design solutions.

Summary of Modifications

ARCH 602 M.Arch Studio 2 – Reduced reliance on Grasshopper or other software to generate iterations. Students are unready. Emphasize physical modeling as a tool of inquiry, not just a presentation tool. Enhance the constructional aspects of the design challenges.

ARCH 705 M.Arch Studio 5 (Integrative Design) – focuses on the design of a mid-sized public building and serves as the primary vehicle for demonstrating SP. 5 and SP.6. Although we have met our benchmarks, we believe we can fortify building integration results by further strengthening ties between **ARCH 705** and **ARCH 722 Building Systems** II, and **ARCH 727 Construction Documents** (as it relates to digital environmental simulations). Additionally, this course is further enhanced by content introduced in new course **ARCH 713 Architectural Simulation and Fabrication Optimization**, where students generate quantitative analyses of assigned performance metrics for their emerging designs.

ARCH 801 M.Arch Studio 6 – During our June 2022 review of studio outcomes, we determined that the 2-semester studio sequence devoted to multi-scalar urban design might be split, devoting the fall to urban housing and the spring to multi-scalar project design. While meeting course-level benchmarks for this studio, we wished to improve

student learning in this area. In fall 2023 and 2024, site investigation and planning stages were truncated, allowing additional time to develop individual building proposals to a higher degree of resolution.
ARCH 724 Material Tectonics – This is a design-build, service-learning course that works with a different non-profit community group each semester. We are meeting our benchmarks, and the only changes pertain to the particulars of each client group, site and programmatic needs, which change with each new iteration of the course.

Assessment Instruments
ARCH 602 M.Arch Studio 2 – Assessment instruments include performance on project, mid-semester and final reviews plus end-of-semester portfolios.
ARCH 705 M.Arch Studio 5 (Integrative Design) – Assessment instruments include performance on topical assignments plus process, mid-semester with outside professionals, and final reviews plus end-of-semester portfolios that include compliance diagrams.
ARCH 724 Material Tectonics II – Assessment instruments include student presentations, instruments of project delivery and end-of-semester portfolios.
ARCH 801 M.Arch Studio 6 – Assessment instruments include performance on project, mid-semester and final reviews plus end-of-semester portfolios.

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

Program Response:

B.Arch + M.Arch:

General Narrative
The importance of ecological knowledge and responsibility has intensified in our current era of human-induced climate change. As an institute of technology, we seek to train the next generation of architectural professionals to deliver environmentally responsible, sustainable designs through practical and measurable approaches to building performance. In 2012, Superstorm Sandy profoundly impacted our region, thus our students and faculty and families. Superstorm Sandy and more recent extreme weather events have sharpened our focus and sense of urgency to act responsibly for the environment. Ecological knowledge and its application are disseminated throughout the B.Arch and M.Arch programs in both the technology and studio sequences. Both curricula stress the horizontal integration of design and technical inputs.

Self-Assessment.
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative
The application of ecological knowledge is disseminated throughout the B.Arch curriculum, with a specific focus on a series of technical courses aligned with design studios. This horizontal integration of technology and design courses is key. A sequence of structures, environmental and site planning courses supports the skills needed to integrate this knowledge within a studio sequence that taps those skills for studio projects. In the third year, the technical seminar **ARCH 324 Environmental Systems I** (co-requisite with ARCH 301, Design 3 Studio) focuses on passive strategies and

an early introduction to building performance simulations (BPS). (Note: the co-requisite structure for ARCH 301/324 and ARCH 302/325 is currently in process in the curriculum committee.)
In the Spring, **ARCH 325 Environmental Systems II** (co-requisite with ARCH 302, Design 4 Studio) builds on this understanding of passive systems and BPS workflows. Through a series of assignments students learn the theory, components and heuristics for sizing and laying out a variety of technical building systems. The exercises help students understand projects in a new way, integrating passive and active strategies.
The technical sequence and design studio pairing culminates with the fourth-year integrative design studio, ARCH 401 Design 5. Its corequisite technical seminar, **ARCH 413 Architectural Simulation and Fabrication** teaches students to simulate and evaluate measurable consequences of project-based design decisions with building performance modeling and simulation. Project programs include specific benchmarks for professional standards required to design low resource, low carbon buildings, creating an experience that can be applied to real world projects to deliver environmentally responsible design.
In this same year, the technical seminar **ARCH 272 Environmental Site Planning**, introduces ecological decision making from the point of view of site planning, subsurface parameters, and water management. Resiliency as a driver for site design focuses on the development of exterior open spaces and movement systems around both human and ecological factors.

Summary of Modifications

ARCH 324 Environmental Systems 1 – While we are meeting our benchmarks based on Fall 2024 course assessments, the course will include more quizzes on concepts that allow clear evaluation of understanding. The course has also been expanding to introduce sensor measurement of environmental variables to give students a more hands-on experience of the climate/comfort matrix and building information simulation workflows earlier in the curriculum. This can bring us out of the "rule of thumb" past and into the digital twin future.
ARCH 325 Environmental Systems 2 – Like ARCH 324, benchmarks are met, however, improvements will include emphasizing a foundation of conceptual knowledge to balance the technical. The course will also continue to be modified in response to industry changes. For example, manual R-value chart calculations have recently been replaced with more nuanced, but accessible building performance simulation thermal analysis tools.
ARCH 413 Architectural Simulation and Fabrication Optimization – This course was recently developed and instituted to support focus on environmental responsibility through measurable assessment in the fourth-year design studios. Assignments have been adjusted to maximize ability for students to apply what they are learning in the course to their 401 studio projects and Fall 2024 assessments demonstrate that most students met benchmarks.
ARCH 272 Environmental Site Planning – In recent years, the course structure has been revised to consider the remediation of sites that have been adversely affected by development in the context of the NY metropolitan area. To improve student learning outcomes and ensure that the majority of students meet benchmarks, since Fall 2023, the course shifted from having two team projects (urban site and rural site) to having a single team project (single site) and this has allowed for more in-depth consideration of design parameters involving zoning + allowable massing, solar orientation, site water management, and unbuilt area / open space considerations. Fall 2024 assessment suggests that robust diagramming of analysis and environmental considerations must be emphasized, and focus should be on technical development rather than early iterative massing design.

Assessment Instruments

ARCH 324 Environmental Systems 1 – weekly measurement, modeling, simulation, design assignments; portfolio
ARCH 325 Environmental Systems 2 – weekly assignments: calculations, models, drawings, schematics
ARCH 413 Architectural Simulation and Fabrication Optimization – Final Project applying building performance simulation to studio project
ARCH 272 Environmental Site Planning – Drawings/diagrams/calculations that demonstrate sustainable systems, zoning/allowable massing, solar orientation/site water management; case study/precedent research

M.Arch:

Narrative

Ecological knowledge is disseminated throughout the M.Arch program, specifically in three technology-sequence courses, with targeted reinforcement in the studio sequence. The M.Arch curriculum, particularly at the 700-level, stresses the horizontal integration of studio and technology courses. This integration allows for skills and techniques encountered in the technology courses, to be practiced in the design studio and to build awareness of environmental impacts, effects and strategies into the design process.

Summary of Modifications

ARCH 705 Studio 5 (Integrative Design) – Although we met the benchmarks, we believe we can fortify the building integration results by strengthening ties between ARCH 705 and ARCH 772-Building Systems II, along with a new planned course **ARCH 713 Architectural Simulation + Fabrication Optimization.** This course, as a mirror of ARCH 413 in the B.Arch, is meant to integrate the accumulated knowledge from the visualization, structures, and building technology course sequences and uses an applied experimental project-driven approach through computational simulation and optimization evidence-based design.

ARCH 722 Building Systems II – Until SP23 this course was taught with a range of building systems topics covered with individual assignments; we have changed this course to have the topics linked directly to the concurrent ARCH 705 design studio project to better link parts of the curriculum.

ARCH 772 Site Planning – Post-semester reviews of fall 2023 coursework suggest that we shift emphasis from "siloed topics" to a more integrated approach to zoning/site analysis, environmental forces, community engagement, and sustainable systems – all based around a single site proposal.

Assessment Instruments

ARCH 705 M.Arch Studio 5 (Integrative Design) – Assessment instruments include performance on topical assignments plus process, mid-semester with outside professionals and final reviews plus end-of-semester portfolios that include compliance diagrams.

ARCH 722 – Building Systems II – weekly assignments and final project

ARCH 772 Site Planning – weekly assignments and topical projects each semester.

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

Program Response:

General Narrative

Architectural history and theory are essential to the training of students at the School of Architecture and Design at New York Tech. Our comprehensive History and Theory curriculum equips architecture students with an understanding of canonic buildings, urban designs, and works of art. It furnishes them with a deep understanding of the social, cultural, economic, religious, and political forces that influence the built environment. Students are expected to learn histories and theories of architecture and urbanism with careful consideration of diversity, equity, and inclusion. Students inquire into social, cultural, economic, political forces, and their impact on architectural culture. While examining individual projects, students develop an awareness of the interconnectedness of local, national, and global events. They are also alerted to the ongoing ethical, technological, and ecological problems confronting the architectural profession today. In architectural history and theory education, the program pursues these four objectives:

- A comprehensive geographical and anthropological approach
- Emphasis on relationships rather than artifacts

- Equity and inclusion
- Open-minded inquiry and criticality

Self-Assessment
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative
The B.Arch requires a sequence of 5 history courses beginning with ARCH 160 Introduction to Architectural History, that exposes students to the culture, language and methods of architectural and design inquiry. **ARCH 161 Global History I and ARCH 162 Global History II** are surveys of architectural history from the late stone age to the end of the sixteenth century and from the seventeenth century to the early 21st century respectively. In both courses, students learn social and spatial patterns that characterize cultural growth, architectural histories, and urban developments, including indigenous and vernacular traditions using craft, building techniques, materials, and spatial systems. Students study and apply diverse views and material embodiments in different parts of the world, including impacts of various political, religious, cultural, and economic forces on cultures and peoples. Parallel and divergent histories and theories of architecture are framed from a global perspective.
ARCH 362 History and Theory of the City explores urban settlements across a variety of cultures and geographies from antiquity to the present including topics of ancient cities, Medieval urbanism, Renaissance and Baroque planning, industrial cities, the City Beautiful movement, Garden Cities, Modernism, suburban planning, and urban issues in North and West Africa, Asia, the Global South, informal or slum urbanism, contemporary Chinese and Asian urbanization, and the New Urbanism movement. The socio-economic, spatial, environmental and technological forces in the formation of cities are examined through case studies. Issues from the utopian tradition of urban reform in enlightenment to contemporary urban challenges are discussed.
Additionally, the SoAD engages in numerous ongoing collaborative studios, research projects, and travel programs with universities and municipalities internationally. These projects allow students to draw on their understanding of global history of architecture and recognize its importance in current professional practice.

Summary of Modifications
Survey courses, **ARCH 161** and **ARCH 162** and advanced history course **ARCH 362,** have undergone significant revision with redesigned titles, descriptions and content to represent our commitment to diversity, equity, and inclusion in the study of architecture. By employing a global approach to architectural history, these new courses pay special attention to non-Western, indigenous and vernacular architectural traditions and students are now meeting benchmarks for PC.4.
ARCH 161 Global History I – Weekly assignments, including home tests, writings, precedent analysis, and diagramming, now focus on architectural examples from around the world. The course emphasizes comparative cultural awareness and understanding building typologies globally, with sketching assignments on case studies to enhance analysis of indigenous and vernacular architecture. In addition, guest speakers were recently added and a field trip to the Metropolitan Museum of Art to expose students to diverse and global perspectives.
ARCH 162 Global History II – This course has been revised to explore various regional tendencies within modernism, including the International Style, early European Modernism, and movements in Brazil, India, and other regions. It provides a nuanced understanding of modernity, emphasizing how localized cultural, social, economic, and climatic forces challenge the idea of a universal architecture. Students complete topical papers, quizzes, and presentations on exemplary buildings and architectural theories from various parts of the world, using texts, images, and sketches. In addition, recent changes include the addition of a field trip to the Metropolitan Museum of Art and topics on environmental crises and migrant workers.
ARCH 362 History and Theory – The syllabus has been revised to provide a more global and diverse perspective, moving beyond Western cities to include a wider range of urban planning and design practices. A new exercise has been added, where students draw "sketch cards" of various city planning examples from different regions and

cultures. This comparative study enables students to analyze modern and ancient cases, and indigenous, vernacular, and globalized examples.

Assessment Instruments
ARCH 161 Global History I – quizzes, travelogues, essays
ARCH 162 Global History II – quizzes, travelogues, essays
ARCH 362 History and Theory – research presentation

M.Arch:

Narrative
At the 600-level, Track I students take **ARCH 661 + 662, Global History of Architecture I + II** (counterparts to B.Arch courses ARCH 161 + 162 cited above). Track II students' completion of comparable architectural history courses in their prior degrees is reviewed during the admissions process. Students in both tracks will take an Architectural History / Theory Option.

Summary of Modifications
Benchmarks have been met, no changes planned for the next academic year.

Assessment Instruments
ARCH 661 + 662 Global History of Architecture I + II – include quizzes, travelogues, and essays.
ARCH 8xx – Architectural History / Theory Option – research presentation.

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

Program Response:

B.Arch + M.Arch

General Narrative
Research and innovation are central to the mission of New York Tech, the SoAD, and the B.Arch and M.Arch programs. Research activities range from basic precedents, code, zoning, and material research to experimentation, simulation and testing of proposals using the same tools used in present-day practice. The SoAD also maintains state-of-the art fabrication labs, including robotic equipment, at both the New York City and Long Island campuses. B.Arch coursework at the 500-level and M.Arch coursework at the 800-level are each focused on independent experimentation, research and innovation. SoAD MS programs in *Architecture, Urban Design*, *Health and Design* and *Architecture, Computation Technologies* are leading SoAD pedagogy in technology research and innovation.

Self-Assessment.
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative

At the 400-level, the recently introduced course **ARCH 413 Architectural Simulation and Fabrication Optimization** emphasizes research and innovation using emerging technologies and building information modeling and performance simulation tools. This seminar is future-thinking and imparts skills that enable students to use quantitative methods in assessing design decisions based on everyday comfort standards but also considering our climate challenges.
At the 500-level, thesis design studio courses **ARCH 501 Architectural Design 7** and **502 Architectural Design 8** focus on advanced topics of research-based inquiry. The studio topics vary by faculty and student interests, from regional and urban design to building design to material study and fabrication. All studio sections fall within a common annual theme emphasizing social and environmental resilience through design and alignment with the United Nations Sustainable Development Goals at varying scales.

Summary of Modifications
ARCH 413 Architectural Simulation and Fabrication Optimization – This recently initiated course had most students meet benchmark. It is a co-requisite to ARCH 401 and works in conjunction with that design studio. The course content, ambitions, and organization continue to be adjusted in support of ARCH 401.
ARCH 501 Architectural Design 7 – Recent modifications have ensured that all students meet benchmarks. The changes include greater emphasis on students choosing NYC sites (if possible) so that sites can be visited (multiple times) and analysis can include more specific data. Additionally, workshops have been coordinated with our SoAD library early in the semester in the past three years introducing students to library databases and mapping/GIS software.
ARCH 502 Architectural Design 8 – An introduction of supplemental video/animation workshops to improve visual communication and representation in the past 3 years has yielded good results and the majority of students met benchmarks. Students are encouraged to deliver a final design with well-developed formal and spatial resolution, and this may be further achieved through iterative design studies that start earlier in the semester. A recent change in our B. Arch curriculum has replaced the 2-semester thesis with a choice of specialized studios in the fall and a 3-credit research seminar (ARCH 531) to prepare for the spring semester thesis studio. This change will be implemented for students graduating in 2027.

Assessment Instruments
ARCH 413 Architectural Simulation and Fabrication Optimization – Final Project applying building performance simulation to studio project
ARCH 501 Architectural Design 7 – Analytical diagrams and documentation of research (site, precedent studies, background research, program)
ARCH 502 Architectural Design 8 – Site plan and strategic plan (if appropriate), Plans, sections, diagrams, perspective vignettes, and physical models

M.Arch:

Narrative
Research and innovation are practiced throughout the M.Arch program, most directly in the following courses:
In **ARCH 724 Material Tectonics II**, student teams work directly with a not-for-profit sponsor to identify design/build opportunities. The teams then compete within the studio for design selection. Student teams make all client presentations and finally, the entire class collaborates on design development, detailing, budgeting, material sourcing, fabrication and on-site assembly of the winning design.
In **ARCH 802 M.Arch Studio 7** students develop independent paths of research-based design projects.

Summary of Modifications
ARCH 724 Material Tectonics II – has yielded positive assessments by students and the client groups they have worked in the past. Modifications are driven by the specific needs of the client group, its site and budget.

ARCH 802 Studio 7 – This capstone studio was recently revised from completion of a 2-semester sequence to a 1-semester course. This adjustment was partly to make room for an 800-level studio devoted to housing in the prior semester, in which students are asked to consider two sites – one local and one international - experience and contrast the impacts of different contexts on design.

Assessment Instruments
ARCH 724 Material Tectonics II – Assessments are based on project and portfolio reviews.
ARCH 802 M.Arch Studio 6 – Assessment instruments include performance on project, mid-semester and final reviews plus end-of-semester portfolios.

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

Program Response:

General Narrative
The SoAD supports a collaborative teaching and learning environment that offers students and faculty opportunities for teamwork and leadership. Nearly all studio courses in both the undergraduate and graduate programs include team projects within the scope of each semester. Often the team phase is focused on precedent, site or technology research, the products of which are shared with the studio. Collaborative studio work is essential in courses within both the B.Arch and M.Arch programs. Our locations in the NYC area allow us to tap a variety of outside stakeholders for curricular events and studio reviews, including participants from professional offices, community groups, regulatory agencies and alumni.

Self-Assessment.
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative
While the majority of courses involve some form of collaborative work in the B.Arch program, this is most emphasized in upper-level design studios and seminars where the teamwork skills often extend to working with community-based and professional stakeholders and across scales, allied disciplines, and/or diverse contexts.
In the fourth year, **ARCH 272 Environmental Site Planning** emphasizes effective teamwork through a semester-long project that students collaborate on in small groups. Students are encouraged to strategically delegate work, define individual leadership roles within the team, and document collaborative processes with meeting minutes, task lists, and schedules. In addition to the technical aspects of site planning, students are introduced to aspects of how community involvement and regulatory agencies affect site planning and development for architecture.
The fourth-year **ARCH 402 Architectural Design 6 (Community Design) Studio** also asks students to work in teams and for the first time for the entire semester in the studio sequence. All projects are done within groups of 2 to 3 students, encouraging a culture of peer learning in our students, teaching each other, learning from each other, and sharing in work together as a collective endeavor to foster collaborative learning cultures. The studio teaches students to be leaders amongst their peers, ensuring they learn when to lead and when to follow. In the fifth year, **ARCH 481 Professional Practice** considers new technologies requiring new levels of leadership and collaboration, specifically in project / practice management and construction evaluation.

Summary of Modifications

ARCH 272 Environmental Site Planning – While most students meet course-level targets for learning outcomes, to improve effective team collaboration, instruction is now offered on how to effectively divide work and take on leadership positions within a team for varying roles (project management, graphics, design, sustainability and technology integration, etc.) Including an assignment for weekly reports from teams also improves individual team member accountability.
ARCH 402 Architectural Design 6 (Community Design Studio) – For Spring 2025, we have a more diverse set of collaborators: community leaders, members of the planning department, and architects dealing directly with building the highway cap and studying the new zoning of the areas. Project design rubric scorecards demonstrate that benchmarks are met.
ARCH 481 Professional Practice – The course has been thoroughly updated to reflect emerging technologies in the profession with a focus on leadership and collaboration. With the recent revamp of this course and having only run once, assessment is still preliminary, and assignments will continue to be modified to ensure student success.

Assessment instruments
ARCH 272 Environmental Site Planning – debate assignment; team project drawings, diagrams, models
ARCH 402 Architectural Design 6 (Community Design Studio) – team project drawings, diagrams, models
ARCH 481 Professional Practice – oral and visual presentations

M.Arch:

Narrative
Nearly all studio courses, plus **ARCH 772 Site Planning** include team projects within the scope of each semester. Often the team phase is focused on precedent, site or technology research, the products of which are shared within the studio.**ARCH 727 Construction Drawings** introduces contemporary methods of construction drawing development, purpose and organization. Students learn to share work collaboratively and lead effectively within a multidisciplinary environment, focusing on the role of each drawing legally and in the construction process. **ARCH 880 Practice Models + Strategies** which is dedicated to defining the professional obligations of practice, where the ethical, legal, compliance and financial aspects to running a professional practice are covered.

Summary of Modifications
ARCH 727 Construction Documents – continues to meet our benchmarks. No changes planned for next year.
ARCH 772 Site Planning – continues to meet our benchmarks, but we continue to modify project scheduling and sequencing to improve student learning outcomes.
ARCH 880 Practice Models + Strategies – Though we meet our benchmarks, we have adjusted the sequence of topics from ones based on entrepreneurial business- legal-ethical models to one based on practice management, including licensure and the ethical and legal responsibilities of the profession. Going forward, the term project will be divided into two half-term projects to assist students in managing their focus throughout the semester.

Assessment Instruments
ARCH 727 Construction Drawings – Assessment instruments include performance on weekly assignments.
ARCH 772 Site Planning – weekly assignments and topical projects each semester.
ARCH 880 Practice Models + Strategies – Assessment instruments include performance on weekly assignments and topical projects.

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

Program Response:

B.Arch + M.Arch:

General Narrative

The SoAD promotes an environment of optimism, respect and open-minded inquiry among our students, faculty, administrators and staff. A significant segment of our students and faculty are commuters. This is a condition of our locations in and near NYC, our profession-oriented curricula, and the large numbers of regionally based faculty and students, many of whom work outside of their academic activities. Consequently, we make every attempt to optimize engagement at those times when our community coalesces – on studio days and for special events and lectures. Learning and teaching culture is present in every one of our courses and the academic culture of the School. We highlight below several courses that forefront opportunities for students to demonstrate leadership, collaboration, and team-based work in their coursework and course outcomes.

Our learning and teaching culture is strong, multi-dimensional, and diverse. It spans from the student body, as evidenced by strong student-led initiatives, clubs, and involvement exhibited by our student groups, to our faculty cohort and their engagement in the student initiatives. We understand that this does not come without effort. The Dean and Chairs continue to seek new opportunities for nurturing the learning and teaching culture through mentoring within the School, by advisors, faculty and teaching assistants as well as through engagement with alumni. Additionally, the Learning and Teaching Studio Culture Policy is a holistic document representing the shared values and voices of SoAD students, faculty and administrators.

For more details about the **SoAD Studio Culture Policy, Code of Conduct, and Shared Values**, please see the full document at:
https://www.nyit.edu/u/dqKyoK

Self-Assessment.
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative

In the B.Arch program, **AAID 101 Fundamentals of Design I**, establishes the studio culture of learning and sharing while engaged in the design process in this very first design studio course. In the first and second-year design studios, learning culture is supported through collaborative project exercises.

ARCH 402 Architectural Design 6 (Community Design) Studio encourages optimism with the preparation of a vision for the future use of the site, and respect, sharing, and engagement through collective reviews, community stakeholder interviews and input, and final presentations. A level of innovation is present in each team's proposal as new urban design ideas are needed to fix problems caused by earlier urban design decisions. All projects are done within teams of 2 to 3 students to develop a culture of peer learning in our students, teaching each other, learning from each other, and sharing work together as a collective endeavor to foster collaborative learning cultures.

Summary of Modifications

AAID 101 Fundamentals of Design I – For Fall 2024, the introduction of a studio visit (Paul Rudolph Institute) and a precedent study (R.M. Schindler) was very successful and well-received, as were new group pinups. Course benchmarks were met.

ARCH 402 Architectural Design 6 (Community Design Studio) – This NAAB criterion was added to ARCH 402 for the Spring 2025 semester and benchmarks were met, recognizing the complex nature of the semester and the depth of shared work necessary to properly address the challenges of a community design project.

Assessment instruments

AAID 101 Fundamentals of Design I – weekly assignments, studio reviews, design portfolio

ARCH 402 Architectural Design 6 (Community Design Studio) – overall semester structure and assignments developed by individual instructors while meeting shared learning outcomes

M.Arch:

Narrative

In the M.Arch program, students work collaboratively in ARCH 704 Studio 4 on site, climate, and regulatory issues. This studio focuses on the design of a public building with integrated passive systems. At the 600-level, Track I students take **ARCH 661 + 662, Global History of Architecture I + II.** Track II students' completion of comparable architectural history courses in their prior degrees is reviewed during the admissions process. Students on both tracks will take an Architectural History / Theory Option. This past cycle, **ARCH 862 Architecture + Standardization** was the advanced history theory seminar. Here, students research, debate, and discuss issues of standardization and production, with their sociological, economic, and political implications, and their effects on architecture from their own experience. The seminar allows students to share and engage as peers with their faculty.

Summary of Modifications

ARCH 704 Studio 4 – While we meet our benchmarks for this course, we continuously adjust project sites and program types to facilitate improved learning outcomes. While PC.7 was not explicitly listed in the syllabus, future revisions will address this by improving coordination with visualization and technology courses, ensuring alignment across the curriculum.

ARCH 661 + 662 Global History of Architecture I + II – Benchmarks have been met; no changes planned for the next academic year.

ARCH 862 Architecture + Standardization – This course meets its benchmarks. No modifications planned.

Assessment Instruments

ARCH 704 M.Arch Studio 4 - Assessment instruments include performance on topical assignments plus project, mid-semester and final reviews plus end-of-semester portfolios that include compliance diagrams..

ARCH 661 + 662 Global History of Architecture I + II – include quizzes, travelogues, and essays.

ARCH 8XX – Architectural History / Theory Option – research presentation.

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

Program Response:

B.Arch + M.Arch

General Narrative

In 2022, NYIT was ranked the first in the nation in student diversity according to an analysis conducted by 24/7 Wall Street, a financial news and opinion company, and reported in USA Today and dozens of other news outlets across the country. (https://www.usatoday.com/story/money/2020/02/13/these-colleges-have-the-most-diverse-student-bodies/41152233/)

NYIT also has a robust Office of Diversity, Equity, Inclusion, and Belonging (DEIB) that was established in October 2022. SoAD faculty member, Associate Professor Farzana Gandhi, represents the SoAD in the Office's DEIB

committee. Additionally, all NYIT and SoAD staff and faculty have mandatory annual training sessions in workplace harassment and voluntary HEDS campus climate survey, which covers a wide range of topics related to diversity, equity and inclusion practices. These are effective initiatives that contribute to equitable community education and practices. (https://site.nyit.edu/administrative_offices/new_york_tech_climate_survey)

The SoAD is fortunate to have a student population of diverse ethnic and socio-economic backgrounds. We have provided various courses and non-curricular activities to ensure students understand social equity and inclusion in the discipline and profession. We continue to seek opportunities, through additional lectures and events, to expose students to many forms of inequity, including racial, gender, and environmental discrimination that pose a challenge to our society. Both B.Arch and M.Arch programs see the diversity of NYIT as our strength and a fundamental part of our student's learning experience.

Self-Assessment.
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative
The revised B.Arch History and Theory sequence now provides students with a comprehensive understanding of the social, cultural, economic, and political forces shaping architecture worldwide. It encourages reflection on diversity, equity, and inclusion, while promoting awareness of social and environmental justice, sustainable transformation, and ethical, technological, and ecological issues in the architectural profession. In the first course of the History/Theory sequence, **AAID 160 Introduction to History, Theory, and Criticism in Architecture and Design**, covers the fundamentals of architecture, practice, and culture, using global examples from the twentieth century and topical lectures from diverse guest experts to foster broader discussion from diverse cultural points of view.
In the studio sequence, the fourth-year **ARCH 402 Design 6 (Community Design Studio)**, puts students in direct contact with constituents from the community of the design area. Students assess the issues of existing development, infrastructure, topography, environmental, and community resources and needs. The contact with community members sometimes reinforces, and sometimes challenges, the more academic research of the site. This experience within the diverse communities of the NYC area provides an opportunity for students to understand community needs and offer an urban / architectural response.
In the fifth year, students take **ARCH 481 Professional Practice**, where these topics of equity are extended to how they shape the profession. Considerations of Diversity Equity Inclusion (DEI) in practice and policy within both firms and their work culture and in how these topics are held primarily in work in underserved communities in New York are discussed. Furthermore, updates to business structures, business entities, and business diversities, such as Minority/Women Owned Business Enterprise (M/WBE), are considered in lectures and discussions.

Summary of Modifications
AAID 160 Introduction to Architectural History – New assignments and case studies focused on social equity, justice, and diversity have been introduced, beginning with a deeper understanding of physical contexts and historical processes. Readings have been added to include topics on migrant workers and gender discrepancies in the profession. With these recent changes, the course meets benchmarks.
ARCH 402 Architectural Design 4 (Community Design Studio) – For the Spring 2025 studio, the chosen area of study is of the Cross Bronx Expressway, which is an example of development without consideration of social equity and inclusion. The capping project to make up for past non-inclusive planning is key to the exercise of the semester. It is supported by assignments asking students to interview people in the neighborhood, with structured input from community leaders, and an end of semester community event where the work is shown to the community. Fall 2024 assessment demonstrated that most students met benchmarks.
ARCH 481 Professional Practice – While previous modifications have been successful in the introduction of a basic acknowledgment of Social Equity and Inclusion, the topic has evolved and requires constant development within the

course. Since benchmarks were not fully met by all the students, this course underwent a significant recent restructuring process.

Assessment Instruments.
AAID 160 Introduction to Architectural History – weekly travelogues, short essays
ARCH 402 Architectural Design 4 (Community Design) – program development based on community input
ARCH 481 Professional Practice – video recording, term project

M.Arch:

Narrative
We strive to advance social equity, diversity and inclusion in our pedagogies and our practices. Our focus on these issues stems from our participation in University-wide DEI initiatives and Committees, the diversity of our faculty and student body, and the diverse social and neighborhood contexts at our urban New York City campus where the M.Arch program is based. SoAD program chairs and directors mentor and lead the communication and integration of equity practices at the School.
ARCH 801 – Studio 6 (urban housing) is a senior level studio devoted to urban housing for neighborhoods in the NYC region. This course considers the multiple stakeholders involved with new development within communities, often ones with inadequate infrastructure, access to resources or green spaces. Projects are developed with an eye to improving the overall quality of life amenities for residents of the project site and its surroundings.
At the 600-level, Track I students take **ARCH 661 + 662, Global History of Architecture I + II.** Track II students' completion of comparable architectural history courses in their prior degrees is reviewed during the admissions process. Students on both tracks will take an Architectural History / Theory Option. This past cycle, **ARCH 862 – Architecture + Standardization** is the advanced history theory seminar. Here students research, debate and discuss issues of standardization and production, with their sociological, economic and political implications, and their effects on architecture from their own experience. The seminar affords the opportunity for students to share and engage as peers with their faculty.

Summary of Modifications
ARCH 801 Studio 6 (urban housing) – This course has experimented with a variety of sites, multi-use program briefs and housing densities, as well as conducting the studio with students working individually or in teams for the design phase. To enhance student learning outcomes and accountability, ARCH 801 plans to conduct the next iteration of this course with individual rather than team design projects.
ARCH 661 + 662 Global History of Architecture I + II – continues to meet our benchmarks. No modifications planned.
ARCH 862 Architecture + Standardization – continues to meet our benchmarks. No modifications planned.

Assessment Instruments
ARCH 801 M.Arch Studio 6 – Assessment instruments include performance on project, mid-semester and final reviews plus end-of-semester portfolios.
ARCH 661 + 662 Global History of Architecture I + II – include quizzes, travelogues, and essays.
ARCH 862 History / Theory Option – research presentations.

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

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

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

- *A narrative description of how the program achieves and evaluates each criterion;*

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

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

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

Program Response:

B.Arch + M.Arch

General Narrative

The NYIT SoAD undergraduate B.Arch (UG) and graduate M.Arch (G) programs ensure that students understand the responsibility of architects to protect the public from the potential risks of the buildings they design.
In all of our courses we consider how design can benefit and prevent risk of injury to users while creating positive emotional responses and allowing equal access. However, Health, Safety and Welfare (HSW) topics are specifically addressed in detail in our Technology courses and the Integrative Design Studio.

Self-Assessment.
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative

HSW topics are introduced in the second year of the B.Arch and integrated throughout the program. Topics include considerations of structural integrity, safe accessibility and egress for users with different kinds of abilities, and adequate light and air in buildings, ensuring compliance with code requirements. With design problems increasing in complexity from year to year, the programs foster an understanding of HSW across various scales and contexts.
In the second year, **ARCH 222 Building Construction 2** investigates material assemblies and their impact on health and sustainability. Students study the properties of materials and their integration with site and climate, developing an ecological and environmental understanding of construction. Emphasis is placed on comparative analysis and documentation of steel, concrete, and mass-timber systems, exploring their performance, adaptability, and regenerative potential in contemporary architectural practice.
In the third year **ARCH 301 Architectural Design 3 studio**, students design a multi-unit housing project where considerations of safe egress and adequate light and air are of prime importance. The semester begins with short warm-up studies where students need to provide required light and air to all habitable spaces in residential units within different unit configurations and clusters. Project assignments also require circulation/egress diagrams early in the design process to understand this both as shared space of the community and essential safety requirements.
ARCH 324 Environmental systems 1 is taken in the same semester (Third Year, Fall) as **ARCH 301 studio** and introduces basic building performance simulation workflows and the design of passive systems and envelop design for positive emotional responses towards indoor air quality (IEQ), cross ventilation, thermal comfort, and natural daylight.
ARCH 325 Environmental systems 2 follows and complements passive systems taught in the semester prior with active ones (e.g. artificial lighting, HVAC, fire protection) for cohesive design supportive of decreased energy use and

varying needs of human health, wellness, and comfort. Dedicated software is used to assess building performance and its quantifiable impact on the surrounding environment.
Finally, as preparation for a career in practice, these concepts are further reinforced in fourth year **ARCH 481 Professional Practice** as they relate to current ethical and legal practices and professional laws, codes, and standards of care. HSW principles are woven into the design pedagogy of the B.Arch program, encouraging a dialogue between course content and practical design application rather than viewing it merely as a set of regulations. We emphasize the delivery of resource-efficient architecture optimized for human health, safety, welfare, and enjoyment with negligible impacts on local ecosystems.

Summary of Modifications
ARCH 222 Building Construction 2 – Course assessments demonstrated that the current course structure of having students detail a large, complex project has been in place for four years and has had mixed results. Changes have been made to clarify and simplify the projects, but students are at varying levels of preparedness and cannot always successfully keep up with a tight semester schedule that covers course material along with project development. To ensure that students meet benchmarks, adjustments will further focus on changes within the syllabus and distribute some content to other courses and additionally, will modify course delivery.
ARCH 324 Environmental systems 1 – While benchmarks continue to be met by the majority of students, Fall 2024 assessment suggests that it would be better to introduce more complex systems for IEQ and discuss current standards / professional benchmarks rather than engage in the current "mini-studio" design exercise. Past modifications have been implemented to introduce building performance simulation workflows to replace IEQ rules of thumb with a more nuanced understanding and quantification of the effects of different levels of air tightness.
ARCH 325 Environmental systems 2 – Benchmarks have been met, however, the course will spend more time on the variety of lighting and mechanical systems and reduce design iteration demands. Manual R-value chart calculations have recently been replaced with more nuanced, but accessible building performance simulation thermal analysis tools.
ARCH 301 Architectural Design 3 – To assess and ensure that more students meet benchmarks, a required comprehensive portfolio must now be submitted by each student. This portfolio illustrates their grasp of HSW principles, including compliant diagrams for environmental systems, life safety, ADA, and egress/access. Course coordinators meet regularly with faculty to ensure that HSW metrics are consistently evaluated and with the aim that all students and projects meet minimum requirements, and none are overlooked.
ARCH 481 Professional Practice – There have been updates to the topic of HSW as it relates to NCARB and the ARE 5.0 exam. Previous changes are now outdated as NCARB has introduced newer content since then. As the course was recently restructured, continual assessment and modifications are ensuring that benchmarks are met.

Non-curricular – The curriculum's emphasis on HSW is robust, featuring a diverse range of evaluative metrics and methodologies, however, we should strive to consider cross-disciplinary approaches, as well. NYIT SoAD has recently launched an MS in Health and Design through which we have developed key relationships with our School for Health Professions and external health experts. We can leverage these contacts for guest lectures and workshops to broaden the scope of HSW concerns. This MS program also has a heavy emphasis on the use of non-toxic materials and smart building technologies that may monitor indoor air quality, temperature, and other factors that affect the health and well-being of occupants – important considerations that can also be considered in the B.Arch curriculum.

Assessment instruments
ARCH 222 Building Construction 2 – in-class discussions of weekly assignments that demonstrate ability to implement systems, technologies, and building construction assemblies through visual means.
ARCH 324 Environmental Systems 1 – weekly measurement, modeling, simulation, design assignments; portfolio
ARCH 325 Environmental Systems 2 – weekly assignments: calculations, models, drawings, schematics
ARCH 301 Architectural Design 3 – design project diagrams: environmental systems, life safety, ADA, egress/access
ARCH 481 Professional Practice – assignments w/readings and videos on professional responsibilities related to HSW

M.Arch:

Narrative

In the first year of the program (600-level), health, safety and welfare are embedded with introductions to structural and environmental design parameters. At the 700-level, the scale and complexity of HSW parameters are broadened through application to building and site design at varying scales in both semesters. The M.Arch program emphasizes these parameters as central to course goals rather than as add-ons or regulations to be overcome. Note: 600-level courses* are required of students in year 1 of the 3-year M.Arch Track I. For candidates in the 2-year Track II, the introductory content covered in these issues is fulfilled in their undergraduate studies.

ARCH 621 Building Systems I introduces passive climate control to improve thermal comfort and mitigate climate impacts as they affect human comfort and well-being.

ARCH 705 Studio 5 focuses on integrative design. Upon completion of ARCH 705 (Track I + II) students will understand the impacts of built environments on human health, safety and welfare and to research and apply relevant regulations pertaining thereto.

ARCH 801 – Studio 6 (Urban Housing) is a senior-level studio devoted to urban housing for neighborhoods in the NYC region. This course considers the multiple stakeholders involved with new development within communities, often ones with inadequate infrastructure, access to resources, or green spaces. Projects are developed to improve the overall quality of life amenities, including the health, safety, and well-being of residents of the project site and its surroundings.

880 Practice Models + Strategies is dedicated to defining the professional obligations of practice, covering the ethical, legal, compliance, and financial aspects of running a professional practice, along with the responsibilities and lifelong learning around HSWs.

Summary of Modifications

ARCH 621 Building Systems I – This course would benefit from establishing direct connections with studio ARCH 602 M.Arch Studio 2.

ARCH 705 Studio 5 (integrative design) – Although we have met our benchmarks, we believe we can fortify the building integration results by strengthening ties between ARCH 705 and ARCH 772 Building Systems II, and ARCH 727 Construction Documents (as it relates to digital environmental simulations). This has been an ongoing challenge and we continue to adjust project sites and program types to focus students on the primary objectives for integrative design.

ARCH 801 Studio 6 (Urban Housing) – This course has experimented with a variety of sites, multi-use program briefs, and housing densities, as well as conducting the studio with students working individually or in teams for the design phase. To enhance student learning outcomes and accountability, ARCH 801 plans to perform the next iteration of this course with individual rather than team design projects with a greater focus on quality-of-life issues and how the architect enacts these.

ARCH 880 Practice Models + Strategies – Though benchmarks are being met, the sequence of topics has been refined from entrepreneurial business and legal-ethical models to a stronger emphasis on practice management, including licensure and the ethical and legal responsibilities of the profession. To better support student focus, the term project will be divided into two half-term projects. Additionally, a Health, Safety, and Welfare (HSW) assignment will be incorporated, requiring students to analyze professional case studies and demonstrate how practice decisions directly impact public welfare and professional accountability.

Assessment Instruments

ARCH 621 Building Systems I – Weekly assignments plus exams.

ARCH 705 M.Arch Studio 5 (Integrative Design) – Assessment instruments include performance on topical assignments plus process, mid-semester and final reviews plus end-of-semester portfolios that include compliance diagrams.

ARCH 801 M.Arch Studio 6 – Assessment instruments include performance on project, mid-semester and final reviews plus end-of-semester portfolios.

ARCH 880 Practice Models + Strategies – Assessment instruments include performance on weekly assignments and topical projects.

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

Program Response:

B.Arch: + M.Arch:

General Narrative.
NYIT's SoAD is well-regarded in the region for its close ties to the profession. Graduates are highly sought after for their expertise in construction documents, Rhino, Revit, BIM, and digital design tools, as well as their ability to make informed design decisions within client and regulatory frameworks. Many alumni hold leadership roles in top firms across New York City. The faculty primarily consists of registered and practicing architects at various career stages, ensuring students receive current, real-world insights. Additionally, guest jurors are typically practicing architects who enrich the educational experience with their professional knowledge.

Self-Assessment.
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative
B.Arch students are offered instruction in topics related to professional practice starting in their third year with **ARCH 327 Computer Aided Construction Drawings** in which students 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 and project management with Building Information Modeling (BIM) and Virtual Design and Construction (VDC). Lectures and readings supplement with the legal context of these documents.
Taken in the fifth year, **ARCH 481 Professional Practice** focuses on sustainable building practices (e.g. life cycle costs), professional ethics (e.g. stakeholder -- architect, client, contractor, community -- roles/responsibilities), legal and regulatory fundamentals (e.g. contracts, building code compliance, zoning), project and risk management (e.g. project financing, bidding, project delivery) and leadership (e.g. entrepreneurship/business plan, licensure). The curriculum encourages students to confront ethical and ecological dilemmas in the profession, emphasizing integrated project delivery and practice types available today. Learning is facilitated through case studies, readings, writing documents, and presenting to invited practicing architects. Together, these courses prepare students for an evolving profession with an introduction to both traditional and emerging practices. Student understanding of course learning outcomes and within five primary subject areas (Values + Curricular Priorities, Analytical and Critical Approach, Career Paths, Leadership & Collaboration, Diversity & Equity, and Professional Practice) is assessed through various methods in coursework, including quizzes, class discussions, exams, assignments, and project presentations.
Our assessment process also includes an evaluation of supplemental experiences including: the annual collection and analysis of data from externship courses taken for elective credits, information from the Career Services Office regarding student employment and registration exam outcomes, and surveys of recent graduates and alumni

detailing progress towards licensure. Reports from the Institution, which detail the educational backgrounds of licensed architects in New York State, further inform our understanding of NYIT SoAD student career paths.

Summary of Modifications

ARCH 327 CAD Construction Drawings – While this course continues to meet benchmarks, new lectures make explicit the ways that Building Information Modeling (BIM) and Virtual Design and Construction (VDC) are improving architectural production (i.e. saving time and cost, enhancing communication with stakeholders, etc.), Construction Document (CD) production, and project management through centralized, data-rich models.

ARCH 481 Professional Practice – With recent course modifications, this course is meeting its benchmarks. Climate change and sustainability practices are continually contributing to an evolving professional landscape in terms of project delivery methods, technical innovations, regulatory frameworks, emerging practice methodologies, and broadening career paths and the course has been adapted to address these. It is imperative that our professional practice course content is up to date and informed by these changes and their effects on built and social environments. We may improve by increasing emphasis on the architect's responsibility for sustainable outcomes and providing the necessary legal and ethical frameworks to promote this discussion with students. Previous course material has been superseded to include contemporary and critical discourse about labor ethics/politics; new technologies including AI, VR, and digital fabrication; and Diversity, equity, and inclusion (DEI) topics as crucial for responsible and proactive professionalism. Our courses will continue to benefit from curated guest speakers and site visits / real-world case studies that reflect the changing conditions of practice and a diversity of voices and perspectives.

Assessment Instruments

ARCH 327 CAD Construction Drawings – In-class assignment "Project Manual as an Instrument of Service," Final project assembled CD set.

ARCH 481 Professional Practice – assignments w/readings and videos on professional practice responsibilities.

M.Arch:

Narrative

The M.Arch program focuses on the practices of the profession in most courses and most directly in **ARCH 727 Construction Documents**, where the tools, skills, information sharing and collaborative nature of professional practice is part of each lesson and assignment, and in **ARCH 880 Practice Models + Strategies** which is dedicated to defining the professional obligations of practice, where the ethical, legal, compliance and financial aspects to running a professional practice are covered.

Summary of Modifications

ARCH 727 Construction Documents – This course meets our benchmarks. The only modifications relate to more recent versions of software, and the management of performance simulation models.

ARCH 880 Practice Models + Strategies – Though we meet our benchmarks, we have adjusted the sequence of topics from ones based on entrepreneurial business- legal-ethical models to one based on practice management including licensure and the ethical and legal responsibilities of the profession. Going forward, the term project will be divided into two half- term projects to assist students in managing their focus throughout the semester.

Assessment Instruments

ARCH 727 Construction Drawings – Assessment instruments include performance on weekly assignments.

ARCH 880 Practice Models + Strategies – Assessment instruments include performance on weekly assignments and topical projects.

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

Program Response:

B.Arch + M.Arch:

General Narrative

New York Tech's mission is *"to provide career-oriented professional education, offer access to opportunity to all qualified students, and support applications-oriented research that benefits the larger world."* In our studio courses and throughout the curriculum, we emphasize compliance with current laws and regulations related to accessibility, zoning, construction, materials, energy use, and carbon footprint, and represent these as basic parameters impacting the health, welfare and safety of users with a special emphasis on environmental sustainability.

Self-Assessment.

(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative

The B.Arch curriculum prioritizes environmental sustainability, teaching students to develop legally compliant designs that understand the relevance of and meet land use, zoning, building code, energy consumption, and ADA requirements to ensure the health, safety, and welfare of users. While regulatory contexts are initially introduced in 3rd year B.Arch design studio and technology courses with students confronting life safety, ADA, and building code considerations, these are more formally emphasized in succeeding years and most prominently in the 4th year B.Arch integrative design studio and technology course (**ARCH 413 Architectural Simulation and Fabrication Optimization**) pairing. **ARCH 413** uses the studio project as the vehicle for building performance simulation and technical digital optimization assignments using industry standards and certifications as benchmarks for improving design through iterative processes.

In this same year, students are also required to take **ARCH 272 Environmental Site Planning** in which they consider regulatory frameworks that define land use / development and environmental impacts at the site and neighborhood scale. This course asks students to design a mixed use development with a performative landscape "park" in a 3 to 4 acre topographic site in the NYC urban context that meets site pressures (e,g. noise, traffic, adjacent context, solar orientation, wind, views, vegetation, biodiversity/ecology, stormwater management, topography) and municipal regulatory frameworks and standards (e,g. zoning, building code, ADA, land use, energy, water, sewage, SEQRA/EIS). Students also learn how community involvement and local regulatory agencies affect site planning and development (e.g. stakeholder roles, ULURP, EIS) through debate and role-playing exercises.

Finally, **ARCH 481 Professional Practice** instructs students on the legal and ethical principles that relate to zoning, building code, and related regulations. As a set of upper-level courses, these all touch upon varying dimensions of regulatory context education by introducing relevant code and certification benchmarks and then requiring their application through design project outcomes.

Summary of Modifications

ARCH 413 Architectural Simulation and Fabrication Optimization – In response to NYC's regulatory demands for higher performance buildings with reduced carbon footprints, we are increasing our focus on performative design through the new corequisite course pairing (ARCH 401/ARCH 413) and the introduction of building performance simulation workflows. Our assessments demonstrate that most students meet benchmarks, however, there is also an opportunity to introduce code and regulatory compliance earlier in the curriculum, such that regulatory contexts can become an integral part of the design process rather than just a descriptive element.

ARCH 272 Environmental Site Planning – This course has made good progress, and most students meet benchmarks with the recent introduction of stakeholder debate/role-playing exercises and by inviting professional guest lecturers / industry professionals on juries. Students may also benefit from site visits to development projects with unique safety, zoning, or land use challenges or workshops with local regulatory bodies. To improve learning outcomes, the course has also shifted (since Fall 2023) from having two team projects (urban site and rural site) to having a single team project (single site). This has allowed for more in-depth consideration of design parameters involving compliance to ADA/building code, setbacks, zoning analysis, and environmental impact.
ARCH 481 Professional Practice – This course meets benchmarks, however, to keep up with industry changes, integration of local regulations related to NYC have been embedded in the course. Such regulatory acts include LEED 4.1, Climate Act of 2050, and Local Law 97. Previous changes have included the latest Local Law 11, LEED 4.0 and Passive House strategies.

Assessment Instruments
ARCH 413 Architectural Simulation and Fabrication Optimization – Final Project applying building performance simulation to studio project
ARCH 272 Environmental Site Planning – Team project deliverables: Zoning analysis, plans showing compliance to ADA/building code, setbacks, diagrams showing Environmental Impact of development
ARCH 481 Professional Practice – term projects, exams
M.Arch:

Narrative
ARCH 705 M.ARCH Studio 5 focuses on integrative design. This studio emphasizes the integration of cultural, technical, and ecological systems in architectural design. Upon completion, students will understand the impacts of the built environment on human health, safety, and welfare. Upon completion, they will be able to research, interpret, and apply relevant codes, standards, and regulations in support of responsible design practice.
ARCH 772 – Site Planning focuses on technical knowledge at the scale of site planning. Students learn about zoning, water management, soil profiles, and how to manipulate the site grading for movement and accessibility. This course exposes students to a wide range of regulations and stakeholder perspectives that they are meant to address.
ARCH 880 Practice Models + Strategies – instructs students on the legal and ethical principles that relate to zoning, building code, and related regulations. The course explores various dimensions of regulatory context education, introducing relevant codes and certification benchmarks, and then requires their application through design project outcomes.

Summary of Modifications
ARCH 705 M.Arch Studio 5 – Integrative Design - Although we met the benchmarks, we believe we can fortify the building integration results by strengthening ties between **ARCH 705** and **ARCH 772 Building Systems II**, and **ARCH 727 Construction Documents** (as it relates to digital environmental simulations). Additionally, recently introduced course **ARCH 713** cited above has enhanced our students' abilities to produce measurable results based on software simulations.
ARCH 772 Site Planning continues to meet our benchmarks, but we continue to modify project scheduling and sequencing to improve student learning outcomes.
ARCH 880 Practice Models + Strategies – Though we meet our benchmarks, we have adjusted the sequence of topics from ones based on entrepreneurial business-legal-ethical models to ones based on practice management, including licensure and the ethical and legal responsibilities of the profession. Going forward, the term project will be divided into two half-term projects to assist students in managing their focus throughout the semester.

Assessment Instruments
ARCH 705 M.Arch Studio 5 (Integrative Design) – Assessment instruments include performance on topical assignments plus process, mid-semester and final reviews with outside professionals, plus end-of-semester portfolios that include compliance diagrams.

ARCH 772 Site Planning – weekly assignments and topical projects each semester.
ARCH 880 Practice Models + Strategies – Assessment instruments include performance on weekly assignments and topical projects.

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

Program Response:

B.Arch + M.Arch:

General Narrative
NYIT prides itself on graduating career-ready students who are equipped to make a positive impact in their field. The B.Arch and M.Arch programs offer comprehensive technical coursework that builds knowledge across multiple areas, such as structural design, environmental systems, building construction, and simulation. This technical expertise is integrated throughout the programs, with particular emphasis in the technology and systems sequences, ensuring that students are prepared to address contemporary challenges and contribute to creating a healthier, safer, and more sustainable world.
Self-Assessment.
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative
In the B.Arch program, there are eight technical courses spread over the second through seventh semesters. These courses cover topics in structural systems, material properties, construction methods, environmental systems, and simulation.
ARCH 310 Structural Design is an introductory course taken in the second year. Together, they lay the foundation to understand both how structural and environmental systems function as well as how they are designed and built.
Subsequently, in **ARCH 325 Environmental Systems 2**, knowledge of passive systems is built upon active systems (e.g. HVAC, electrical, lighting, solar power, domestic plumbing, drainage, water collection, green roofs, vertical transportation, and acoustics) and tested with building performance simulation-based assignments requiring quantitative analysis, models, drawings, schematics, and diagrams.
The fourth-year integrated design studio aligns with the assignments of the corequisite, **ARCH 413 Architectural Simulation and Fabrication Optimization**, a new terminal course in the technologies sequence that integrates knowledge from previous courses in visualization, structures, and building technology and deploys that understanding in assessing the performance objectives of projects. As they develop their studio projects, students simulate a variety of performance variables including daylighting, electric lighting, energy use, energy production, and carbon footprint, using these outputs to inform an iterative design process. Simulation goals are defined by the studio project program which includes requirements to meet a variety of current industry performance standards, codes, and certifications. As a result, skills and workflows learned are directly applicable to current cutting edge professional practice.
Additionally, students take **ARCH 327 CAD Construction Drawings**, where they learn to produce coordinated technical drawings. NYIT has now created its own (internal) Revit Server infrastructure, allowing students to use BIM collaboration tools (e.g., Autodesk BIM 360 or Revit Worksharing) to simulate real-world team workflows and improve their understanding of file management and coordination. Interim reviews with professional guest critics

offer valuable feedback to students on draft CD sets, focusing on model accuracy, organization, and how well teams leverage BIM tools.

Summary of Modifications

ARCH 310 Structural Design – This course continues to meet benchmarks, however, additional weekly assignments have been added to reinforce lecture topics.

ARCH 325 Environmental Systems 2 – Our "digital culture" has been primarily Rhino-based and to keep the course up to date, additional platforms and more measurement exercises (i.e. measuring actual PV production with a small portable system vs. simulating PV production with a digital model) will be introduced. While benchmarks are being met, to ensure consistency of course delivery across sections and by adjuncts (often, practicing professionals) who have varying expertise with emerging technologies, teaching and assignment materials are now shared via Canvas.

ARCH 413 Architectural Simulation and Fabrication Optimization – While its synergistic pairing with the integrated design studio (ARCH 401) course is a good start and most students demonstrate learning outcomes, there is potential to strengthen this with broader consideration of technical knowledge topics across the curriculum (e.g. with structure and environmental building systems courses and mid-level design studios that precede the integrated design studio). The course continues to introduce the latest performance-based software to stay up to date with professional practices and as climate change considerations evolve to meet pressing societal needs.

ARCH 327 CAD Construction Drawings – This course meets benchmarks, however, improvements have been made to the pre-Built BIM Template, with pre-loaded standards (e.g., title blocks, view templates, and basic families like walls, doors, and windows) to minimize setup time and allow students to focus on understanding the workflows. Workflow tutorials have also been improved with step-by-step instructional videos tailored to the tasks needed i.e. creating families, assigning materials, generating schedules, and organizing views for a CD set.

Assessment Instruments

ARCH 310 Structural Design – 2 exams, 2 design projects

ARCH 325 Environmental Systems 2 – weekly assignments: calculations, models, drawings, schematics

ARCH 413 Architectural Simulation and Fabrication Optimization – portfolio, presentation, BPS files and project

ARCH 327 CAD Construction Drawings – midterm and final project: assembled CD set

M.Arch:

Narrative

Technical Knowledge is interwoven with all M.Arch classes and especially those in the technology sequence. Teaching and learning of technologies relevant to building construction, including structural systems and environmental controls are cumulative. 600-level technology courses introduce the fundamentals of structural systems, building construction and environmental concerns (ARCH 611 + ARCH 621). Both these courses present the fundamentals in a comparative manner, allowing students to see the advantages of various material, structural, and tectonic systems. At the 700-level, the technology course goals align with studio course goals, allowing for reinforcement of content across multiple course sequences. These build on introductory knowledge from ARCH 611+621 (Track I), and on knowledge students bring from their prior degrees (Track II). 700-level technology courses offer a range of technology skills focused on site work, building envelopes, construction, fabrication, assembly, material, and building performance simulation modeling. Integration of Technical knowledge in the M.Arch curriculum is demonstrated in **ARCH 772 Site Planning,** which focuses on technical knowledge at the scale of site planning. Students learn about zoning, water management, grading, soil profiles, and how to manipulate the site grading for movement and accessibility.

ARCH 722 Building Systems 2 was taught with a range of building systems topics covered with individual assignments until SP23; we have changed this course to have the topics linked directly to the concurrent ARCH 705 design studio project to better link parts of the curriculum.

ARCH 727 Construction Documents focuses on the technical knowledge needed for generating a construction document set. This utilizes Building Information Modeling that illustrates and identifies the assembly of materials, systems, and components, including construction drawings, assembly details, performance metrics, door/window schedules, and specifications.

Summary of Modifications

ARCH 722 Building Systems 2 – While current benchmarks are met, there is potential to broaden the scope of this course if the ARCH 713 Architectural Simulation + Fabrication Optimization takes on a more prominent role as a support course to the studios.

ARCH 723 Material Tectonics I – continues to meet our benchmarks, but we continue to modify project scheduling and sequencing to improve student learning outcomes.

ARCH 727 Construction Documents – This course meets our benchmarks. The only modifications relate to more recent versions of software, and the management of performance simulation models.

ARCH 772 Site Planning – continues to meet our benchmarks, but we continue to modify project scheduling and sequencing to improve student learning outcomes.

Assessment Instruments

ARCH 722 – Building Systems II – weekly assignments and final project

ARCH 723 – Material Tectonics I – weekly assignments and final project

ARCH 727 Construction Drawings – Assessment instruments include performance on weekly assignments.

ARCH 772 Site Planning – weekly assignments and topical projects each semester.

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

The program must provide the following:

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

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

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

Program Response:

B.Arch + M.Arch:

General Narrative

The SoAD B.Arch and M.Arch curricula encourage students to consider a broad range of factors in architectural projects, with increasing complexity and focus on measurable environmental impacts in each subsequent year. These factors include the history and culture of a place, programmatic needs, site constraints, building codes and

zoning regulations, user requirements, and aesthetic goals. Design decisions are also shaped by construction methods, new technologies, material considerations, and environmental metrics. Throughout the program, precedent analysis is used in most design and technical courses, allowing students to study past projects to understand the consequences of various design decisions.

Self-Assessment.
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative
The B.Arch curriculum features a three-course comprehensive design sequence: **ARCH 301 Architectural Design 3**, **ARCH 302 Architectural Design 4**, and **ARCH 401 Architectural Design 5**. All these studios involve precedent analysis, requiring students to design projects on real sites in the New York metropolitan area, with increasing complexity and integration as they progress. Students must present this research along with documenting evidence for their own design decisions with various drawings and models including: connection of the building to its site, culture, history, context, and potential users; demonstration of life safety, ADA, and universal design compliance, along with applicable local and regional regulations; structural plans and diagrams (physical and digital models) showing a reasonable structural and material strategy; envelope systems and assemblies; energy compliance, including calculations and digital modeling of daylighting; and integration of passive and active environmental control systems into the design.
ARCH 301 Architectural Design 3 focuses on a small to medium-scale residential building, where students engage in design synthesis at various scales, addressing site planning, local demographic/environmental conditions, and building enclosure. Students respond to housing codes, egress requirements, and propose structural, envelope, and passive environmental systems. Students consider the demographic make-up of the neighborhood as part of their site analysis. They are charged with designing housing units to form a community within, and as part of this context, with a flexibility for use by occupants with diverse social, economic and physical needs.
ARCH 302 Architectural Design 4 focuses on the design of a medium-scale public building with integrated systems. Students address functional responses to user needs, regulatory compliance, structural challenges, and propose passive solar and ventilation strategies. In **ARCH 302**, the project becomes more complex than in **ARCH 301**, with a focus on increasing regulatory compliance and constructability.
ARCH 401 Architectural Design 5 deepens the investigation of building integration through the design of a moderately scaled public building with consideration of and technical documentation of structure, building enclosure, foundation, passive and active heating/cooling systems, optimized daylight considerations, material selection, and site conditions. The studio uses performance metrics and experiential studies from pre-schematic to Design Development phases. Students engage in precedent analysis and concurrent project development, to help them identify appropriate passive environmental strategies for their own designs. They also interpret quantitative solar and climate data and calculate thermal (e.g. exterior envelop R and U values) and daylighting metrics to weigh design decisions and optimize wellness and comfort. Overall, the design sequence teaches students to synthesize complex information, integrate environmental and regulatory factors, and develop solutions at the site, building, and system levels.

Summary of Modifications
ARCH 301 Architectural Design 3 – This course continues to modify assignments to improve learning outcomes and meet benchmarks. Warm-up projects have been expanded to include a 4-unit party wall study in which students must consider vertical circulation and the constrained availability of light and air to formulate the design solution. Diagrams to demonstrate the input of site, program, circulation/egress, light and air requirements, and rationalization of utilities are now required. Diagrams to analyze passive environmental systems are also developed with the support of ARCH 324 Environmental Systems I as a course typically taken in parallel. Students start with the

synthesis of program requirements, generalized code requirements for units and abstract site requirements in the warm-up problem (single unit on a corridor).

ARCH 302 Architectural Design 4 – While most students have been meeting benchmarks, the public building program has been simplified (with emphasis on theater element) to allow more thorough design development of program and site considerations as well as circulation/egress (code), structure, environmental systems and facade/enclosure. Students are asked to synthesize complex program of public building, site requirements (both urbanistic and environmental). ARCH 325 Environmental Systems II has been proposed as a corequisite to support consideration of environmental systems in design development.

ARCH 401 Architectural Design 5 (Integrative Design) – Curricular changes have recently been implemented to provide collaboration between this studio and the recently introduced ARCH 413 Architectural Simulation and Fabrication Optimization. This is already beginning to positively affect the quality of the design production in this studio and the most students are meeting benchmarks. The synergy between studios and technical courses will continue to be developed and improved. Based on Fall 2024 assessment, the project will be simplified further to improve corequisite analysis in ARCH 413.

Overall: Design synthesis is central to the SoAD curricula, and both the B.Arch and M.Arch programs continuously assess students' ability to integrate complex information at various levels. The Curriculum Committee regularly evaluates the program and adjusts course content, sequencing, and prerequisite/corequisite requirements. Recently, changes were made to the undergraduate sequence, specifically in the third and fourth years. These adjustments flipped project content, with a housing project now preceding public building design in the third year, and the integrated design studio preceding the community urban design studio in the fourth year. These changes reinforce the progression of increasing complexity and design synthesis in the three-course sequence (**ARCH 301, ARCH 302, and ARCH 401**). Co-requisite technology courses and studio assignments have been successful, but further strengthening of cross-curricular relationships is still being assessed.

Assessment instruments

ARCH 301 Architectural Design 3 – design project diagrams: site analysis, program analysis, circulation/egress, light and air requirements

ARCH 302 Architectural Design 4 – design project diagrams: site analysis, program analysis, circulation/egress, passive and active environmental systems

ARCH 401 Architectural Design 5 (Integrative Design) – assignments related to four phases: schematic planning, development and structure integration, envelope design and analysis, and complete systems integration.

M.Arch:

Narrative

At the 700-level we concentrate on architectural synthesis of qualitative and quantitative design parameters. Design Synthesis occurs in courses where students are asked to make design decisions that require integration of a range of parameters - at the scale of the site, of the building, and of the detail. The decision-making factors – measurable environmental impacts, user and zoning requirements, and universal design needs – are taught in parallel within the technology course sequence. This curricular structure facilitates synergies by embedding mutually supporting activities across the 700-level curriculum.

ARCH 704 Studio 4 begins with an architectural precedent study primarily based on environmental and construction parameters. Students are asked to conduct both qualitative and quantitative assessments of their precedent buildings and to draw conclusions from these studies using Climate Consultant and other environmental tools, and digitally modeling the precedents. Digital models represent both construction systems and building assembly sequences. Following the precedent analysis, the studio focuses on the design of a modest sized passive building with special emphasis on the building systems, site integration and building envelope. Upon completion of ARCH 704, students will have demonstrated the ability to diagram site strategies for rainwater retention and drainage, to

provide compliant access to the site and building, to propose plausible structural, building envelop and passive environmental systems, to use and to draw conclusions from solar path, solar radiance and thermal transmission calculations.
ARCH 705 - Studio 5 Integrative Design, builds on concepts and skills acquired in ARCH 704. It involves design of a medium-scale public building for an urban site with integrated systems, with more developed technical and compliance resolutions. ARCH 713 Architectural Simulation and Fabrication Optimization (presently an elective, ARCH 791), will be taken by all M.Arch degree candidates and imparts skills and knowledge deployed in the Integrative Design studio.

Summary of Modifications
ARCH 704 Studio 4 – In Fall 2024, the schedule was adjusted to abbreviate the analysis phase and devote additional time to the design phase. Additionally, we have introduced a series of technical assignments that students needed to process into their emerging design projects. While additional work will be done to refine this approach, it has already yielded stronger student outcomes than in prior iterations of this course.
ARCH 705 Studio 5 Integrative Design – Although we have met the benchmarks, we believe we can fortify the building integration results by strengthening ties between ARCH 705 and ARCH 722-Building Systems II, and ARCH 727-Constrction Documents (as it relates to digital environmental simulations). This has been an ongoing development and may require further cross-curricular adjustments.

Assessment Instruments
ARCH 704 M.Arch Studio 4 + 705 M.Arch Studio 5 (Integrative Design) – Assessment instruments include performance evaluations of topical assignments plus process, mid-semester and final reviews with outside professionals, plus end-of-semester portfolios that include NAAB Criteria compliance drawings, diagrams, and calculations. Students also submit criteria portfolios that amount to "self-audits" of how NAAB Criterion SC.6 is met.

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

Program Response:

B.Arch + M.Arch:

General Narrative
NYIT emphasizes a holistic integration of various design elements and teaches students to consider how architectural design interacts with and incorporates structural, environmental, technical, and aesthetic components, ensuring that all aspects of a building work together cohesively. The aim is to create buildings that are not only visually compelling but also functional, sustainable, and efficient, fostering a deeper understanding of how architectural design influences and is influenced by its environment and systems. This approach is integral to preparing students to tackle modern challenges in architecture, such as climate change, resource efficiency, and urbanization.

Self-Assessment.
(https://www.nyit.edu/u/DMUdLb**)**

B.Arch:

Narrative

The third year **ARCH 302 Architectural Design 4** studio (small-scale community center) precedes the fourth year **ARCH 401 Architectural Design 5** studio (library with a complex program). Each course builds on the previous one, starting with site planning and context, moving to program and structure, and concluding with material, systems, and energy analysis.

ARCH 302 Architectural Design 4 focuses on building integration through precedent analysis. Students research and model building systems, explore potential construction sequences, and introduce climate metrics. They apply these findings as they develop their own design proposals, ensuring they align with construction, regulatory, and climate considerations. The second half of the semester emphasizes project design development and study/proposal of a structural system, interior space, façade, and appropriate environmental systems.

ARCH 401 Architectural Design 5 focuses on integrated decision-making in architecture, bridging construction technology, social, and environmental contexts. The studio emphasizes integrating various architectural elements, such as social, programmatic, technical, regulatory, environmental, formal, and urban factors, into a cohesive design. Students are challenged to understand how different areas of architecture—like structural design, material selection, environmental systems, and accessibility—are interconnected. They analyze precedents, frame project challenges, and integrate factors like spatial order, performance metrics, life safety, and climatic conditions into their designs. This integrated design studio also emphasizes holistic approaches to site, program, building systems, and user experience, requiring students to document their findings. Students deepen their analysis by exploring passive environmental strategies, interpreting solar and climate data, and calculating thermal and lighting metrics. By the end of the course, students demonstrate the ability to integrate long-span roof and structural systems, building envelope systems, passive systems, daylighting, and HVAC systems, performing calculations to ensure environmental and performance objectives are met. These projects are supported by the co-requisite ARCH 413 Architectural Simulation and Fabrication Optimization course, in which digital modeling of initial design decisions made in studio are tested for measurable building performance.

As the complexity of projects and required design and systems integration increases, the rubrics for the sequence (**ARCH 302**, and **ARCH 401**) progressively emphasize the SC.6 criteria in determining the overall course grade. Students must present research and document compliance in drawings, diagrams, details, and physical/digital models with several factors in their designs, including life safety systems, ADA, universal design, structural strategy, building envelope systems, and the integration of systems linking system decisions to site/context, program, and user needs.

Summary of Modifications

ARCH 302 Architectural Design 4 – While most students meet benchmarks, the program of the studio project has been simplified and students now begin the semester with site-less warm-up exercises to consider specific demands of theater design (code, egress, accessibility, utilities). Additional complex program spaces (i.e. gymnasium) have been eliminated from the larger community center project to allow students to make schematic decisions earlier and focus on integration of structure, systems, and enclosure in the second half of the semester.

ARCH 401 Architectural Design 5 – Continued assessment has suggested that we need to further increase emphasis on project development and documentation through more measurable outcomes. To improve learning outcomes and ensure that students meet benchmarks, several modifications are being considered. These include implementing include documenting programming strategies through user interviews to determine needs and preferences and the building performance analysis of precedent projects through modeling and advanced drawing types. The documentation of iterative processes and how decisions respond to performance data must be better emphasized and the program typology will be further simplified to allow for more in-depth site-specific performance modeling and technical integration.

Assessment Instruments

ARCH 302 Architectural Design 4 – precedent analysis: research and model building systems, potential construction sequences; project development assignments: proposed structure, environmental systems

ARCH 401 Architectural Design 5 – assignments related to four phases: schematic planning, development and structure integration, envelope design and analysis, and complete systems integration.

M.Arch:

Narrative

Integrated decision-making lies at the core of the M.Arch curriculum. While concepts, professional tools and techniques for integrated solutions are delivered throughout the course map, phased integration of them - the social, programmatic, technical, regulatory, environmental, formal and urban issues - takes place primarily in the studio sequence where students are challenged to understand how seemingly compartmentalized areas of specialization mutually impact one another. We expect students to be better able to understand the needs a particular precedent has responded to, and to be able to frame client/project problems and opportunities in architectural terms. These include architectural structures and spatial order, material choices in terms of aesthetic, performance and embodied energy metrics, environmental control systems, life safety and accessibility with respect to site, plan and section strategies, and measurable outcomes of building performance, including water management to site design and climate parameters to building envelopes. Holistic approaches to site, program, building systems and user experiences are thereby augmented with performance simulations and assessments in both precedent analysis and design process. Analysis precedes the design and integration phases, where students literally form solutions to the problems and opportunities that they have researched, documented and diagrammed during the initial project phase.

ARCH 704 M.Arch Studio 4 investigates building integration in relevant precedents where building systems are identified and modeled, possible construction sequences explored, and climate metrics introduced. This process is repeated at least once more as students develop a design proposal that is measured against the same menu of construction, regulatory and climate metrics.

ARCH 705 M.Arch Studio 5 asks students to follow a 5-point process of project development, integrating a range of experiential and performance metrics and simulations, pursued during pre-Schematics and Design Development phases. The 5-points focus on:

• Topology - or the relationships among site and systems from social, spatial, programmatic, climate, ecology, and consequential form making decisions with site accessibility, grading and water management.

• Typology – or ordering systems, program, urban and form types, including user needs and accessibility and life-safety.

• Tectonic – or structural and material conditions and effects, including structural system integration.

• Technic – or considerations of fabrication and efficiency including planning, regulatory compliance and details.

• Thermodynamic – including measurable outcomes of building performance in areas of energy consumption and transmission, building envelope, user comfort and wellbeing.

At the completion of ARCH 705, students will be able to design and integrate plausible long-span roof and structural systems, building envelope systems, passive environmental systems, solar studies for daylighting and illumination systems, and calculations for building envelope and HVAC systems.

Summary of Modifications

ARCH 704 M.Arch Studio 4 – In fall 2024, the schedule was adjusted to abbreviate the analysis phase and devote additional time to the design phase. Additionally, we have introduced a series of technical assignments that students needed to process into their emerging design projects. While additional work will be done to refine this approach, it has already yielded stronger student outcomes than in prior iterations of this course.

ARCH 705 M.Arch Studio 5 – Integrative Design – Although we have met the benchmarks, we believe we can fortify the building integration results by strengthening ties between ARCH 705 and ARCH 722-Building Systems II, and ARCH 727-Constrction Documents (as it relates to digital environmental simulations). This has been an ongoing development and may require further cross-curricular adjustments.

Assessment Instruments

ARCH 704 M.Arch Studio 4 + 705 M.Arch Studio 5 (Integrative Design) – Assessment instruments include performance evaluations of topical assignments plus process, mid-semester and final reviews with outside professionals, plus end-of-semester portfolios that include NAAB Criteria compliance drawings, diagrams, and

calculations. Students also submit criteria portfolios that amount to "self-audits" of how NAAB Criterion SC.6 is met.

4—Curricular Framework

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

4.1 Institutional Accreditation

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

Program Response:

New York Tech, as B.Arch's and M.Arch's sponsoring Institution, has been accredited by **Middle States Commission on Higher Education (MSCHE)** since 1969. MSCHE accreditation follows an eight-year cycle and requires a holistic evaluation across seven standards. Last reaffirmation was in 2019 and our next self-study will be in Academic Year 2026-2027. The comprehensive review process provides the opportunity to assess the university's viability to provide quality higher education.

A copy of the MSCHE letter is at the link below and also included in the Appendix to this document:
NYIT MSCHE Statement of Accreditation Status

For detailed information about Institutional Accreditation, please visit:
https://www.nyit.edu/about/accreditation
and
https://site.nyit.edu/planning/middle_states_accreditation

The most recent Action letter is provided in the appendix.

For information about NYSED approvals of New York Tech's professional degrees in Architecture, please visit:

The NYIT B.ARCH 160-credit program is accredited by NYSED
http://www.nysed.gov/COMS/RP090/IRPSL3?PROGCD=19992

The NYIT M.ARCH Track I, 90-credit program is accredited by NYSED
http://www.nysed.gov/COMS/RP090/IRPSL3?PROGCD=39668
The NYIT M.ARCH Track II, 60-credit Program is accredited by NYSED
https://www2.nysed.gov/COMS/RP090/IRPSL3?PROGCD=39669

4.2 Professional Degrees and Curriculum

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

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

Program Response:

B.Arch.:
For a list of required and elective courses, please see the document in the Appendix to this document and visit:
https://site.nyit.edu/semester-map/architecture-barch

M.Arch.:
For a list of **Track I** required and elective courses, please see the document in the Appendix to this document and also visit:
https://site.nyit.edu/semester-map/architecture-march/0

For a list of **Track II** required and elective courses, please see the document in the Appendix to this document and also visit: https://site.nyit.edu/semester-map/architecture-march/1

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

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

Program Response:

The M.Arch program relies on prior undergraduate experiences to satisfy general education requirements.NYSED does not place a general education requirement on graduate professional degree programs in architecture. (link below)

The B.Arch program compiles with NYSED general education requirements. The NYIT Academic Senate Curriculum Committee has been revising the General Education (Core) framework for all programs at NYIT. Faculty from all six schools have participated in the design and continue to participate in the assessment of these initiatives. Some of the General Education learning outcomes have been assigned to be included in the program specific curricula. For example, a Speech Intensive requirement has been integrated into the curriculum of AAID 102 and an Experiential learning requirement is included in ARCH 272 Environmental Site Planning.

All credentials (transcripts, course syllabi, prior learning documentation, portfolios, etc.) of transfer students are evaluated by the Institute-wide NYIT transfer credit office for transfer of any non-architecture courses (General Education Core courses – https://www.nyit.edu/admissions/transfer/credits/) prior to evaluation by SoAD transfer credit coordinator, Prof. Farzana Gandhi, who evaluates these for comparable SoAD architecture courses and in careful consideration of learning outcome expectations and demonstration of required skills as per NAAB criteria per course.

B.Arch.: (see page 68-69 and reference to Table 2 in the Appendix)
See also *"4.2.1 – Professional Studies"*

M.Arch.: (see page 69-70 and reference to Table 2 in the Appendix)
See also *"4.2.1 – Professional Studies"*

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

Program Response:

The M.Arch program Track I and II degree maps allow students to take 9 elective credits at the 800-level and students are free to choose amongst courses offered by the M.Arch, and also those of other SoAD MS programs, provided that prerequisites are met.
The B.Arch program degree map complies with NYSED general education requirements. The NYIT Academic Senate Curriculum Committee has been revising the General Education (Core) framework for all programs at NYIT. Faculty from all six schools have participated in the design and continue to participate in the assessment of these initiatives. Some of the General Education learning outcomes have been assigned to be included in the program specific curricula. For example, a Speech Intensive requirement has been integrated into the curriculum of AAID 102 and an Experiential learning requirement is included in ARCH 272 Environmental Site Planning.

Please also visit the NYSED website at the link below:
http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum

B.Arch.: (see page 68-69 and reference to Table 2 in the Appendix)
See also *"4.2.1 – Professional Studies"*

M.Arch.: (see page 69-70 and reference to Table 2 in the Appendix)
See also *"4.2.1 – Professional Studies"*

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

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

Program Response:

Undergraduate.
Bachelor of Architecture
Bachelor of Science in Architectural Technology
Bachelor of Science in Architectural Technology with Concentration in Construction Management
Bachelor of Science in Architectural Technology with Accelerated Path to the Master of Architecture (Track II)
Bachelor of Fine Arts in Interior Design
Bachelor of Fine Arts in Interior Design with MBA
Bachelor of Fine Arts in Graphic Design
Bachelor of Fine Arts in Graphic Design with Minor in Graphic Design
Bachelor of Fine Arts in Graphic Design with Concentration in Game Design
Bachelor of Fine Arts in Graphic Design with Concentration in 2D Animation Concentration (in progress)

Graduate.
Master of Architecture (Track I and Track II)
Master of Science in Architecture, Urban Design
Master of Science in Health and Design
Master of Science in Architecture, Computational Technologies
Master of Fine Arts in Graphic Design & Media Innovation
Master of Arts in UX/UI Design and Development
Master of Science in Digital Product Design

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

B.Arch. Course/ Credits Map

Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Semester 1			
AAID 101 Design Fundamentals I (5 cr)		MATH 141 Precalculus (4 cr)	
AAID 140 Visualization I (3 cr)			
AAID 160 Introduction to History, Theory, and Criticism in Architecture and Design (3 cr)			
Semester 2			
AAID 102 Design Fundamentals II (5 cr)		FCWR 101/111 Writing I: Foundations of College Composition (3 cr)	
AAID 240 Visualization II (3 cr)			
ARCH 161 Global History of Architecture I (3 cr)			
ARCH 211 Statics and Strength of Materials (3 cr)			
Semester 3			
ARCH 201 Architectural Design I (5 cr)			
ARCH 340 Visualization III (3 cr)			
ARCH 162 Global History of Architecture II (3 cr)			
ARCH 310 Structural Design (3 cr)			
ARCH 221 Building Construction I (3 cr)			
Semester 4			
ARCH 202 Architectural Design II (5 cr)		FCWR 151/161 Writing II: Foundations of Research Writing (3 cr)	

ARCH 411 Advanced Structural Concepts I (3 cr)		DATA 101 Making Sense of a Data-Oriented Society (3 cr)	
ARCH 222 Building Construction II (3 cr)			
Semester 5			
ARCH 301 Architectural Design III (5 cr)	Non-Architecture Elective (3 cr)	PHYS 136 Physics for the Modern Architect (4 cr)	
ARCH 324 Environmental Systems I (3 cr)			
Semester 6			
ARCH 302 Architectural Design IV (5 cr)		FCWR 303 Communication for Art and Design (3 cr)	
ARCH 327 CAD Construction Drawings (3 cr)			
ARCH 362 History and Theory of the City (3 cr)			
ARCH 325 Environmental Systems II (3 cr)			
Semester 7			
ARCH 401 Architectural Design V (5 cr)		ICBS 3XX Behavioral Science choice (3 cr)	
ARCH 413 Architectural Simulation and Fabrication Optimization (3 cr)		Science Choice - Any 100-level BIOL, CHEM, or PHYS course (3 cr)	
Semester 8			
ARCH 402 Architectural Design VI (5 cr)	Non-Architecture Elective (3 cr)	ICSS 3XX Social Science choice (3 cr)	
ARCH 361 Architectural History and Theory Seminar (3 cr)			
ARCH 372 Environmental Site Planning (3 cr)			
Semester 9			
ARCH 501 Architectural Design VII (5 cr)	Non-Architecture Elective (3 cr)	ICLT 3XX Literature choice (3 cr)	
ARCH 531 Thesis Topical Research Seminar (3 cr)			
ARCH 481 Professional Practice I (3 cr)			
Semester 10			
ARCH 502 Architectural Design VIII (5 cr)	ARCH XXX Architecture Elective (3 cr)	ICPH 3XX Philosophy choice (3 cr)	
	Non-Architecture Elective (3 cr)		
Total – 110 SCH	Total – 15 SCH	Total – 35 SCH	Total
Total No. of SCH for Degree – 160			

*SCH; Semester Credit Hours

M.Arch. Course/ Credits Map

Undergraduate Courses if Preparatory			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Graduate-Level Courses			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Semester 1			
*ARCH 601 M.Arch Studio 1 (6 cr)			
*ARCH 611 Introduction to Architectural Structures and Technology (3 cr)			
*ARCH 641 Architectural Visual Communication I (3 cr)			
*ARCH 661 Global History of Architecture I (3 cr)			
Semester 2			
*ARCH 602 M.Arch Studio 2 (6 cr)			
*ARCH 621 Building Systems I (3 cr)			
*ARCH 644 Architectural Visual Communication II (3 cr)			
*ARCH 662 Global History of Architecture II (3 cr)			
*Track I students begin at the 600 level. Track II students begin at the 700 level. Students in both tracks share all coursework at the 700 and 800 levels.			
Semester 3			
ARCH 704 M.Arch Studio 4 (6 cr)			
ARCH 741 Architectural Visual Communication III (3 cr)			
ARCH 772 Site Planning (3 cr)			
ARCH 723 Material Tectonics I (3 cr)			
Semester 4			
ARCH 705 M.Arch Studio 5 (6 cr)			
ARCH 722 Building Systems II (3 cr)			
ARCH 727 Construction Documents (3 cr)			

ARCH 724 Material Tectonics II (3 cr)			
Semester 5			
ARCH 801 M.Arch Studio 6 (6 cr)	Architecture Elective (3 cr)		
ARCH 821 Building Systems III (3 cr)			
ARCH XXX Architectural History or Theory Option (3 cr) - ARCH 862 Architecture & Standardization presently offered			
Semester 6			
ARCH 802 M.Arch Studio 7 (6 cr)	Architecture Elective (3 cr)	General Elective (3 cr)	
ARCH 880 Practice Models and Strategies (3 cr)			
Total Track I – 81 SCH Track II – 51 SCH	Total – 6 SCH	Total – 3 SCH	Total
Total No. of SCH for Degree – Track I – 90 SCH			
Total No. of SCH for Degree – Track II – 60 SCH			

*SCH; Semester Credit Hours

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

Program Response:

For a comprehensive list of courses and credits distribution, please refer to the B.Arch degree map in the appendix to this document.

The B.Arch degree consists of 160 semester credit hours. The five-year, ten-semester studio sequence provides an integrated approach to architecture with an emphasis on construction, structure, enclosure, movement, integrated environmental systems and site design as fundamentals to the design project and its holistic understanding/development.
The first two core years provide a fundamental approach to integrated building and site design. The supporting and coordinated courses of design visualization, building systems and architectural history/theory stress critical thinking, cultural context, sustainability and professional practice. The first year AAID Design Fundamentals, Visualization and History/Theory courses integrate B.Arch., B.S.A.T., and B.F.A.ID students in shared class rosters for interdisciplinary learning in architecture foundations. The second-year curriculum integrates B.Arch. and B.S.A.T. students in building construction, structures, architectural history and visualization courses. Second year Interior Design students diverge and progress into the final three years of the B.F.A.ID curriculum. Third year B.S.A.T. students diverge and progress into the final two years of the construction technology, structural design, professional practice requirements, construction management minor concentration, and the final fourth year semester Design Integration Studio.

In the third year, B.Arch. students are enrolled in two semesters of integrative design studios (housing and a specialized public building) along with environmental systems, construction drawings, and history/theory of the city. In the first semester of the fourth year B.Arch. students enroll in the comprehensive building horizontally coordinated with the architectural simulation and fabrication optimization seminar, while in the second semester of the same year they focus on an urban scale community design studio involving local communities in need, along with seminars such as environmental site planning and architectural history theory. For the ninth and tenth semesters of their fifth year of design studios in the B.Arch program, and as per the latest changes to the semester map -still in progress- which has replaced the two consecutive semesters of final thesis studios and will be effective from the next academic year, students are assigned (ninth semester) and select (tenth semester of Final Thesis) among a variety of thematic studio options proposed by faculty and including: interdisciplinary collaboration, spatial awareness, comprehensive building design, large-scale community urban-territorial planning and infrastructure, and topics in advanced computation, digital design, full scale prototyping-fabrication, and building technologies. The fifth-year B.Arch. students focus on the thesis research through a newly proposed and not still active thesis topical research seminar that replaces the previous thesis studio in preparation for the final tenth semester of Architectural Design Thesis studio. In the B.Arch fifth year, the ninth semester Professional Practice course (3 credits) and final tenth semester Architectural Elective course (3 credits) are also taken by students. Elective credits may be chosen from a multiple offering of dedicated seminars focused on special studies in architecture, or other courses in History/Theory, Technology/Structures/Sustainability, Digital Computation, full scale Fabrication, Landscape, and Urbanism offered across all our SoAD programs, along with internship credits in professional offices.

General studies

The General Education curriculum is designed to ensure that all NYIT graduates have a broad understanding of essential areas of knowledge. The core curriculum at NYIT, includes math, humanities, behavioral science and social science. Bachelor students are required to take 47 credits in the General Education curriculum as NYIT degree requirements. Among these, 35 are credits with specific requirements and 12 are Non-Architecture Electives which allow students to expand their research in support of the final studios fostering a more experimental, integrated and multidisciplinary approach to design and creativity at large.
For more information and details about General Education Courses, please see the link below:
https://catalog.nyit.edu/general_information/undergraduate_core_curriculum

Specializations in Architecture

The Bachelor of Architecture fifth year's Topical Studio, Research Seminar, and the Thesis Final Project which will be effective in one year, as well as the current two consecutive semesters of Final Thesis Studios dedicated to advance topical research and design currently in place, position students to develop a critical, experimental, and integrated approach to research, design, and the practice of the profession. The independent Thesis proposal strives to demonstrate excellence in design through a fully developed final project, that engages climate and environmental concerns, social responsibility, advanced and emergent technologies and assists students in defining professional career trajectories. Beginning in the fourth year, department Chairs, advisors, and faculty mentors assist students in defining research and thesis topics that facilitate course registration options within the NYIT and SoAD required curricula. B.Arch specializations are student driven, enhanced and supported through faculty research and expertise integrated in strategically defined course options. Thesis topics, research and projects develop from these and other relevant and emergent issues; environment and site, digital design, computation, fabrication, history theory, housing, community, landscape, sustainability, urbanism, institutions, advocacy, interdisciplinary practices, and others as defined individually by each student.

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

classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

For a comprehensive list of courses and credits distribution, please refer to the M.Arch degree map in the appendix to this document.

The M.Arch Tracks I and II satisfy the minimum requirements for 168 credit hours and a minimum of 30 credits at the graduate level.

All Track I M.Arch students complete 90 credits of coursework, including all required professional studies classes within the M.Arch program. The balance of required credits is earned at the undergraduate level in required Bachelor's Degrees, and verified in the admissions process with review of official undergraduate diplomas and transcripts.

All Track II M.Arch students complete 60 credits for coursework, including all required professional studies classes within the M.Arch program. The balance of required credits is earned at the undergraduate level in required pre-professional Bachelor's Degrees in Architecture or Architectural Technology or equivalent and verified in the admissions process with review of official undergraduate diplomas and transcripts.

The Master of Architecture Track I - professional degree program serves students seeking a comprehensive education in architecture leading toward professional licensure. The program parallels New York Tech's Bachelor of Architecture curriculum in a compressed time frame while acknowledging the maturity of students with previous degrees in disciplines other than architecture. The M.Arch Track I provides students with a coordinated one-year curriculum of architectural fundamentals followed by two years of advanced professional coursework.

Track II students merge with returning Track I candidates at the 700 and 800-levels, where the curriculum provides in-depth professional studies that include courses in contemporary practice combining theoretical research and advanced technology through the study of increasingly plausible and complex architectural design projects.

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

Program Response:

Not Applicable.

4.3 Evaluation of Preparatory Education. NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

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

Program Response:

B.Arch.:

Direct Admission Requirements to B.Arch
Required materials for admission to the B.Arch program include a complete common application complying with New York Tech admission criteria. In addition, a portfolio of creative work is also required. The creative Portfolio should consist of 10-15 pages of the applicant's visual work (format PDF/ MP4, size limit 35 MB). It can include assignment-based projects, self-directed work or pieces of a collaborative nature, and could contain multimedia work, photography, drawings, sketches, collages, models, paintings, sculpture, poetry, furniture design, etc.
Applicants who are not admitted for direct freshman B.Arch. admission will automatically be considered for admission to the pre-professional Bachelor of Science in Architecture Technology (B.S.A.T.). Once admitted into the B.S.A.T. program, students will have the option to move to the B.Arch. program after the second year by submitting a Foundation Portfolio of exemplary work from their first and second year. This is a representative portfolio of individual design work, which is reviewed by a committee of faculty members. If the portfolio is accepted, students may apply for admission to the B.Arch. program, entering into the third year. Cumulative GPA of 2.75 for all courses taken at New York Tech, or cumulative grade point average of 3.0 or higher in all Architecture courses is required.

For more details on SoAD, B.Arch Admission Requirements, please also visit the NYIT-SoAD website at:
https://www.nyit.edu/academics/degrees/architecture-barch/admission-requirements/

For information about the laptop policy and list of estimated equipment and supply costs, please visit the following link: https://www.nyit.edu/academics/architecture-and-design/architecture/laptop-policy/

Prior Coursework Evaluation
Students with previous academic experience may be eligible for transfer credit of the architecture courses listed below based upon the successful completion of comparable courses at other institutions.

Design & Visualization Courses:
All Studio Courses
AAID 140, ARCH 240, Arch 340

Technology and Structure Courses:
ARCH 221 + 222
ARCH 324 + 325
ARCH 372
ARCH 211 + 310 + 411
ARCH 327

Transfer credits from other college level institutions are only approved for architecture courses in the program after careful review by the School of Architecture and Design. Associate Professor Farzana Gandhi has been coordinating architecture transfer credits since 2016 coordinating also with the Chair's office in evaluating specific cases. Incoming transfer students are instructed to submit full documentation (transcripts, course syllabi, assignments, projects, quizzes, papers) of previously completed coursework for review. Transfer credit is only granted if submissions demonstrate sufficient evidence of competency in required topics and if course equivalency between NYIT courses and previous coursework is evident, especially when transfer credit is requested from non-accredited institutions. The NYIT Transfer credit office evaluates students for all non-architecture degree courses including those in the general education core curricula. While the number of transfer credits awarded varies depending on the major, students must complete a minimum of 30 credits at New York Tech and meet all residency requirements to be eligible for graduation. Additionally, the NYIT Prior Learning Evaluation Guide details the ways that college-level transfer credit may be awarded for learning that is accomplished outside the traditional classroom. Prof. Gandhi will

typically review life experience portfolios demonstrating mastery of subject matter to grant transfer credits for such professional experience.

M.Arch.:

Admission Requirements

Track I applicants are evaluated based on submitted required official transcripts and diplomas indicating degrees awarded.

NYIT strongly recommends but does not require transcripts to include evidence of:

- 1 college level mathematics course (calculus is preferred)
- 1 physics course or equivalent subject
- 1 art, history-theory and/or architecture-related courses

Track II applicants are evaluated based on submitted required official transcripts, diplomas indicating degrees awarded and portfolio submissions.

NYIT requires student portfolios and transcripts to provide evidence of:

- 4 design studio courses at a variety of scales and programs.
- Previous coursework that fulfills the majority of required courses included in the first two years of NYIT's BSAT or B.Arch programs in the areas of architectural design, architectural structures, building construction, visualization and technical drawings and architectural history.

Application Review

The Department of Graduate Admissions reviews incoming applications for completion. Degrees earned and prerequisite compliance are reviewed against incoming transcripts.

An Admissions Committee of mostly graduate-level faculty members reviews applications and makes recommendations to admit, waitlist or not-admit.

For more details on SoAD, M.Arch Admission Requirements, please also visit the NYIT-SoAD website at: https://www.nyit.edu/academics/degrees/architecture-march/admission-requirements/

For information about the laptop policy and list of estimated equipment and supply costs, please visit the following link: https://www.nyit.edu/academics/architecture-and-design/architecture/laptop-policy/

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

Program Response:

B.Arch.:

The B.Arch program does not rely on preparatory education for NAAB accreditation criteria for applicants. The B.Arch program reviews and relies on incoming transcripts of all high school work, including college-level courses. First-time first-year applicants may choose to submit their application without standardized test scores to be considered for admission to New York Institute of Technology. This program does not require test scores, though some academic programs require these.

M.Arch.:

The M.Arch program does not rely on preparatory education for NAAB accreditation criteria for applicants to Track I. Final, official undergraduate transcripts are required for all university level schools attended along with Official copy of college diploma or other proof of degree. A portfolio of creative work is required with applications to Track I of the M.ARCH. program. The creative Portfolio should consist of 10-15 pages of the applicant's visual work (format PDF/ MP4, size limit 35 MB) which can include assignment-based projects, self-directed work or pieces of a collaborative nature, and could contain multimedia work, photography, drawings, sketches, collages, models, paintings, sculpture, poetry, furniture design, etc.

The M.Arch program reviews and relies on incoming transcripts and degrees earned for Track II applicants for introductory-level architectural history and theory, design and technology skills. International applicants must have a degree from an international institution of acceptable standards. A portfolio of architecture design work is required with applications to Track II of the M.ARCH. program. The portfolio of architecture design work should not exceed 15-20 pages (format PDF/ MP4, size limit 35 MB) and include work from a minimum of four design studio courses. Selected studio work should demonstrate the candidate's ability to integrate appropriate levels of design and technical content, with clear and appropriate presentation skills. Applicants are also encouraged to include examples of creative work outside of studio coursework. These may include drawings, paintings, sculpture, performance, video, animation, and/or audio recordings, etc.

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

Program Response:

B.Arch.:

NYIT staff and a dedicated B.Arch. faculty member, along with the Department Chair when needed, evaluate applicants' undergraduate transcripts and design portfolios to verify that designated requirements were met and that correspondences among courses are analyzed for substitutions. Detailed admission requirements are posted on the NYIT website and referred to during information sessions and applicant interviews.
For more information about this evaluation process, please visit also:
https://www.nyit.edu/admissions/transfer/

All Admitted incoming first year and second year NYIT and B.Arch. students, along with transfer students, are advised, assisted and supported by the New York Tech Undergraduate Academic Advising Office (UAA). UAA Student Services HUB Offices provide in person and on-line Virtual Advising to assist and advise students with scheduling advising appointments, course scheduling, registration issues, making changes to semester schedules, and connecting students to campus resources. The Student Services HUB is accessible via students' my.nyit.edu portal. Student can meet in person with staff at two physical locations: Harry Schure Hall (first floor), Long Island campus and 16 W. 61st St. (first floor), New York City campus. Student Peer Advisors are also available to assist and advise B.Arch. students. The UAA staff advises B.Arch. students through the fall semester of their second year.

The SoAD Chairs' offices staff provide academic course planning and advising to B.Arch. students on both campuses, advising students from the second semester of their second year through their fifth year of studies. Specific Orientation Sessions are also offered by SoAD Associate Deans, Chairs, and faculty at the beginning of each academic year. Full time advisors assist the B.Arch. program Chairs on both campuses in scheduling advising appointments, evaluating and planning degree and semester course planning and registration. The B.Arch. Chairs, the Associate

Dean of Academic Operations and the Associate Dean Student Success and Engagement also address students with specific personal, health and wellness issues and coordinate with the UAA and the Health and Wellness Center staff to adjourn ad hoc CARE Teams to provide personalized assistance to students.

M.Arch.:

The M.Arch. staff member and Admissions Committee evaluate applicants' undergraduate transcripts verify completion of application submissions. A committee of M.Arch. faculty members and the M.Arch. Director review portfolio materials and make admissions recommendations. Detailed admission requirements are posted on the NYIT website and referred to during information sessions and applicant interviews.
https://www.nyit.edu/academics/degrees/architecture-march/admission-requirements/

5—Resources

5.1 Structure and Governance. The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure. Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

Administrative Structure - New York Tech
Executive responsibilities are vested in New York Tech's Board of Trustees, President, and the President's Council which includes:
- President Henry (Hank) C. Foley, PhD
- Provost and Executive Vice President, Jerry Balentine D.O., FACOEP, FACEP
- General Counsel and VP for Human Resources, Catherine R. Flickinger, J.D.
- VP for Diversity, Equity and Inclusion, Brian Harper, M.D., M.P. H., Chief Medical Officer, Academic Health Care Centers
- VP for Financial Affairs, CFO and Treasurer, Barbara J. Holahan, CPA, M.B.A.
- VP for Development and Alumni Relations, VP for External Affairs, Patrick Minson, Ed.D., M.P.A.
- VP for Capital Planning and Facilities, Donald Booth, B.S., R.A.
- VP for Enrollment Management, VP for Strategic Communications, Joseph Posillico, CPA, Ed.D.
- VP for Information Technology and Chief Information Officer, Pennie Turgeon, M.B.A.

New York Tech is organized into six Schools and Colleges
- College of Arts and Sciences
- College of Engineering and Computing Sciences
- College of Osteopathic Medicine
- School of Architecture and Design
- School of Health Professions
- School of Management

SoAD Dean and Leadership Team
- Maria Perbellini, Dean
- Giovanni Santamaria, Associate Dean for Academic Operations

• Anthony Caradonna, Associate Dean Student Success & Engagement
• Suzana Rebecca, Manager, Administrative Operations (Dean's Office)
• Gabriella Pace, Executive Assistant (Dean's Office)
• Alessandro Melis, IDC Foundation Endowed Chair
• Trudy Brens, Department Chair, New York City Campus
• Dongsei Kim, Department Chair, Long Island Campus
• Kevin Park, Department Chair, Digital Art and Design
• Florencia Vetcher, Department Chair, Interior Design
• Robert Cody, Program Director, Master of Architecture
• Marcella Del Signore, Program Director, Master of Science in Architecture, Urban Design.
• Christian Pongratz, Program Director, Master of Science in Health and Design
• Ezio Blasetti, Program Director, Master of Science in Architecture, Computational Technologies

Leadership and Staff job descriptions and their responsibilities are included in the paragraph "*5.1.2 – Governance"* within this document and are also described more in detail at the link below: https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=1618745022#gid=1618745022

SoAD Staff
The Dean, leadership team and faculty are supported by dedicated, competent staff in both the NYC and LI campuses.
Each of their responsibilities is included in the paragraph "*5.1.2 – Governance"* and more in details also at the link: https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=1618745022#gid=1618745022

• Suzana Rebecca, Director of Administrative Operations, Dean's Office, Long Island
• Gabriella Pace, Executive Assistant, Dean's Office
• Christine Kerigan, Coordinator DA&D/B.Arch.
• John Vincennes, Coordinator B.Arch./BSAT, NYC
• Joseph Vaiskouskas, Administrative Specialist DoDAD/BFA.ID
• Desiree Gomez, Senior Academic Advisor
• Jake Mangan, Digital Art and Design Technology Support Specialist
• Symonea Bianca Thomas, Events and Marketing Coordinator, Long Island
• Zohre Bairieva, Administrative Specialist, M.Arch/MS.AUD, NYC
• Emily Sturges, Fabrication Lab Supervisor, Long Island
• Brian Polgar, Director, Digital Technologies & Fabrication, NYC
• Claire Ronan, Fabrication Lab Supervisor, NYC
• Ana Finkelstein, Digital Fabrication Lab Coordinator, NYC
• Fadhil Fadhil, Robotics Fabrication Lab Manager, Long Island
• Elijah Williams, Digital Technology Specialist, Long Island
• Amanda Yee, Plotting & Printing Service Manager, NYC
• Vanessa Viola: Associate Director, Branch Services/Librarian, Architecture Library, Long island, Ed Hall

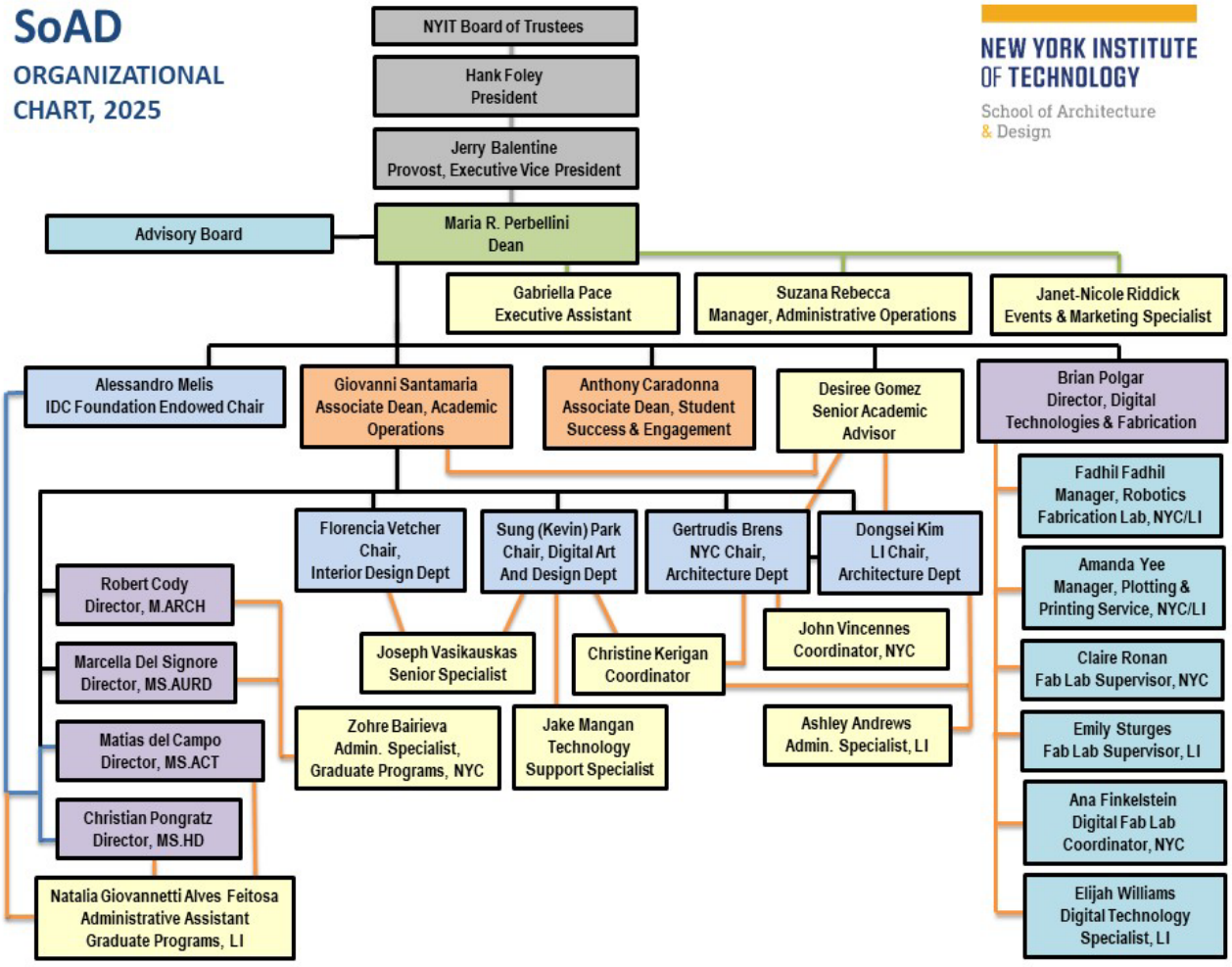
SoAD Advisory Board
The SoAD Advisory Board serves at the invitation of the Dean. The Advisory Board members participate in the fundraising activities of the School and advise the Dean on issues related to the evolution of the School and the profession. The SoAD Advisory Board members include:

• Roxana Kariyannis – Associate Vice President, AECOM
• Farrah Desir – Founder and CEO, Creative Form Development (CFD)

• Jacqueline Velez – Principal, JMV Associates
• Tom Scerbo – Senior Vice President and Northeast Division Sales Officer, HNTB CORPORATION
• Peter Ruggiero – Design Principal, HOK
• Al Ronci – Managing Director, Head of Global Real Estate and Workplace Solutions, Willis Towers Watson
• Theresa Genovese – Principal, CetraRuddy Architecture
• Joe Mottola – Executive Vice President, Chief Operating Officer, H2M Architects + Engineers
• Philip Bottega – AVP, SL Green, One Vanderbilt Development at SL Green Realty Corp
• Christopher Savoglou – Senior Principal, Ted Moudis Associates

SoAD Development Officer
Carol Lane works with Dean Perbellini and the SoAD community on alumni relations and fundraising activities and is the liaison between the Dean's Office and the Advisory Board.

More details and information about the advisor Board Members are also at the link below:
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=1519447670#gid=1519447670



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

Program Response:

Governance Structure - INSTITUTION
New York Institute of Technology is governed by a Board of Trustees, who are national leaders, entrepreneurs, and strategists in their fields.

New York Tech President Hank Foley, Ph.D.***6**, oversees the university system, which includes six schools and colleges with campuses and programs throughout the world. Reporting to President Foley are the members of the President's Council, who are responsible for academics, operations, long-range planning, and other administrative functions at the university.

Each of New York Tech's six colleges/schools is administered by a Dean, who directly reports and works closely with Provost Jerry Balentine***7**. President, Provost and Deans meet monthly, while the Provost, Deans and the Academic Affairs Unit meet weekly on academic planning, operations, policies, organizational and coordination tasks and initiatives.

A Collective Bargaining Agreement (CBA) between NYIT and the American Association of University Professors at the New York Tech (AAUP at NYIT, Inc.) represents all the full-time and regular part-time members of the instructional and research faculty. NYIT has Manhattan and Old Westbury Chapters of the AAUP. NYITCOM faculty are not members of the bargaining unit. Terms and conditions of employment for AAUP members at New York Tech are stipulated in the union contract (CBA). Membership is required. The CBA document is renewed every five-years, governs compensations, benefits, conditions for work, hiring, participation, tenure and promotion, reappointments and sabbaticals, and due process resolution of disputes. The membership of the university faculty is also guided by the New York Tech Faculty Handbook (login required).

Since the submission of this APR document in March 2025, the following changes occurred:

*1 - Suzana Rebecca has been promoted to Director of Administrative Operations.
*2 - Janet-Nicole Riddick has left the Events & Marketing Specialist position and will be replaced by Symonea Bianca Thomas starting September 29, 2025.
*3 - Ashley Andrews has left the Administrative Specialist, LI position, which is currently in hiring search process.
*4 - Matias del Campo has left the Director of MS.ACT program position, which has been currently assigned to Ezio Blasetti.
*5 - Natalia Giovannetti Alves Feitosa has since left the Administrative Assistant position, which is pending approval by the institution.
*6 - President Hank Foley retired and has been replaced by Dr. Jerry Balentine on August 1, 2025.
*7 - Francine Glazer is the current interim Provost & Vice President of Academic Affairs. Please see her bio at this link: https://site.nyit.edu/bio/fglazer

New York Tech Academic Senate
New York Tech's Academic Senate is a collegial forum for these constituencies to discuss policy, shared governance and Institutional priorities with faculty senators, administrators, representatives of the Library, AAUP, staff, Student Government and invited guests. Senate representation is determined by New York Tech's Constitution and CBA. The Academic Senate performs 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 New York Tech community.

New York Tech Senate Structure

The Academic Senate work is organized by its officers and committees.

AY 2024-2025 Senate Officers are:

- President: Assoc. Prof. Jason Van Nest, School of Architecture and Design
- Vice President: Prof. Raj Tibrewala, School of Management
- Recording Secretary: Dir. Rachel Morrison, HEOP
- Corresponding Secretary: Assist. Prof. Nicole Calma-Roddin, College of Arts & Sciences

AY 2024-2025 SoAD Faculty Senators: Farzana Gandhi, Hyun-Tae Jung, Clarke Snell, Kevin Park, Sandra Manninger, Hyun-Tae Jung, and Athina Papadopoulou and At Large Faculty Senator, Jason Van Nest

Senate Committees

- Admissions and Academic Standards Committee (with SoAD Faculty Senators, Farzana Gandhi, Hyun-Tae Jung, and Jason Van Nest)
- Budget, Finances and Resources Committee (chaired by Senate President, Jason Van Nest from SoAD)
- Communications Committee (with Senate President, Jason Van Nest from SoAD)
- Constitution Committee (with Senate President, Jason Van Nest from SoAD)
- Continuous Program Improvement Committee (CPI) (with SoAD Faculty Senators, Farzana Gandhi, Clarke Snell, and Jason Van Nest)
- Curriculum Committee (with SoAD Dean Maria Perbellini and SoAD Faculty Senators, Farzana Gandhi, Hyun-Tae Jung, Athina Papadopoulou Clarke Snell, and Jason Van Nest)
- Education Technology Committee (with SoAD Dean Maria Perbellini and SoAD Faculty Senators, Kevin Park and Jason Van Nest)
- Executive Committee * (with Senate President, Jason Van Nest from SoAD)
- Grade Appeals Committee
- Institutional Development Committee (with SoAD Faculty Senators Athina Papadopoulou, Kevin Park, and Jason Van Nest)
- Library Systems Committee (with SoAD Faculty Senators Clarke Snell and Jason Van Nest)
- Ad Hoc Committees

* The Senate Executive Committee is responsible for setting agendas, committee appointments, and referring proposals to the full senate. Faculty senate positions from each academic school are allocated according to a formula specified in the New York Tech AAUP Collective Bargaining Agreement (CBA).

The Academic Senate website 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 two-year terms; administrative senators are appointed each year.

More details about the list of SoAD Faculty part of the NYIT Academic Senate Committees is at the link:
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=976744866#gid=976744866

Student Governance

The Student Government Association (SGA) at New York Tech's campuses advocates for students with the administration; provides funding to student organizations and clubs; develops programs for the general student population; and represents New York Tech at open houses, orientation, and other events. By constitution, SGA officers consist of the president, vice president, secretary, and treasurer, elected by the general student body. The makeup of senators and representatives differs slightly by campus. The SGA presidents in Old Westbury and Manhattan are voting members of the New York Tech Academic Senate and present regular reports at Senate meetings.

More information and details about the SGA at the link:
https://www.nyit.edu/student-life/nyc/student-leadership/

The full list of Students Clubs and Organization at the link:
https://www.nyit.edu/student-life/nyc/clubs-and-organizations/

The list of SoAD Students' Activities and Supported Projects is at the link:
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=1556580188#gid=1556580188

Governance Structure - SCHOOL OF ARCHITECTURE AND DESIGN (SoAD)

Administrative Roles - Leadership Team
Dean Maria Perbellini is the academic and administrative leader of the SoAD. The Dean is pivotal in advancing the mission and goals of the School, including student success, program innovation, expansion of research and scholarship, fundraising, community engagement, development of all the academically related areas, and extracurricular activities that define and foster the School's identity and success. She represents the School to the rest of the University and external stakeholders, and is responsible for the operating budget management, personnel, and planning for the School, its students, faculty, and staff. The Dean provides an inspiring vision, intellectual and organizational leadership in interdisciplinary curricular evolution, promotes entrepreneurial activities and initiatives, while also strengthening integration and collaboration with the local and global professional as well as academic fields.

Dean Perbellini is assisted by an outstanding leadership team reporting directly to her and composed of the Associate Dean for Academic Operations Giovanni Santamaria and Associate Dean for Students Success & Engagement Anthony Caradonna, the Manager of Administrative Operations Suzana Rebecca and the Administrative Assistant Gabriella Pace (both part of the Dean's Office) along with department and/or campus Chairpersons and program Directors.

The Associate Dean for Academic Operations, Giovanni Santamaria, assists the Dean in managing academic related activities and affairs to ensure effective and competent leadership, develop programs with the Dean, addressing future goals and strategies, curriculum design and new pedagogies, helps to build and support a talented teaching and research community to realize full potential. Critical is the Associate Dean's contribution to establish a unified, collaborative academic community where good communication, transparency and team-work facilitate achievements and ambitions. The Associate Dean for Student Success & Engagement, Anthony Caradonna, assists the SoAD Dean's office in developing and implementing an administrative structure that provides support and resources to enhance collaborative student experiences promoting student success. He provides guidance to the SoAD Student Affairs Committee through mentorship and coordination activities to promote alumni and industry partnership and employment, while also cooperating with the New York Tech Office of Undergraduate Student Success and Advising (USSA), the Career Success and Experiential Education, the Learning Center, and other specific Institutional programs focused on students' success.

Coordinated and supervised by the Associate Deans, our departmental Chairpersons lead organization and assessments of student learning, assign and guide faculty and coordinators, and facilitate the development of plans for continuous academic program improvements. The Chairperson of a department offers the leadership for the unit, its faculty and staff who work together to provide outstanding education to their students and creates an environment that fosters rigorous and innovative curricular development and excellence in scholarly activity and service. The Chair also serves as a key representative of the department's particular academic discipline, overviewing all the programs included in it. Further, the Chair is in the unique position of carrying out the academic and administrative responsibilities as outlined by the Dean and Provost while maintaining specific standards for leadership by meeting the professional expectations of the department faculty, staff and students.

Architecture Department Chairs Trudy Brens (New York City campus) and Dongsei Kim (Long Island campus) are responsible for the NAAB accredited five-year Bachelor of Architecture program (B.Arch), the four-year pre-professional Bachelor of Science in Architectural Technology (BSAT) and the BSAT with Concentration in Construction Management, with support from staff stationed in administrative offices at both campus locations.
Interior Design Department Chair Florencia Vetcher is responsible for the BFA in Interior Design program in Manhattan. Digital Art and Design Department Chair Sung (Kevin) Park administers seven-degree programs (graduate and undergraduate) with supporting staff on both campuses. Program Director Robert Cody leads the professional Master of Architecture (M.Arch) and Program Director Marcella Del Signore leads the Master of Science in Architecture, Urban Design (MS.AUD). Both programs, M.Arch and MS.AUD are located in Manhattan and share a designated staff. Program Director Christian Pongratz is responsible for the Master of Science in Health and Design, and Program Director Matias del Campo guides the Master of Science in Architecture, Computational Technologies. These two new MS. programs advised by the IDC Foundation Endowed Chair Alessandro Melis, are located in Manhattan and Old Westbury and are supported by shared staff in the Long Island campus.

Governance Structure - Program Leadership
SoAD Directors are responsible for specific academic programs. Directors are in collegial collaboration with Associate Deans and department Chairs on management of faculty and students, teaching and course scheduling, room assignments, adjunct appointments, workshops and experiential learning offerings. They supervise and coordinate the administration of the graduate studies within their program, serve as a point of contact for enrolled students, acting as the liaison among them, program faculty, and SoAD and New York Tech administrations. Directors are the program's representatives on collegiate SoAD and University committees, communicate relevant matters to the program faculty or its committees and inform the faculty of education-related activities. Actively engaged in orientation, recruitment and retention efforts, and closely assisted by their assigned administrators, Directors monitor the progress of student applications, evaluate prospective students' strength of design portfolios upon application to the program, guide and counsel students with respect to program and degree requirements and advise students on what constitutes good standing and acceptable progress through the program.

Associate Deans and Chairpersons collaborate consistently with program Directors on scheduling academic offerings including classrooms, studios, computer labs, and fabrication labs, assisting with academic and Institutional policies, coordination with registrar, admissions review and student enrollment. Chairs and Directors coordinate efforts with the associate Dean of Academic Operation to organize proposals for systemic course or program changes, for new courses or programs, and collaborate on program development and evolution with SoAD administration addressing future goals and strategies, curriculum design with innovative ideas for growth, entrepreneurial mind, and actively proposing creative initiatives with the guidance of the Dean.

Directors contribute to the preparation of materials for Institutional assessment and accreditation reports when applicable and are instrumental in identifying requests for program support in the form of budget, facilities, space and resources. Shared efforts are also focusing on publications of materials for marketing and communications activities, including social media updates.

Within a collegial process involving administration and faculty, curriculum proposals and changes are brought to the School's Curriculum Committee by the program Chairs and Directors, then to the entire faculty, for final review and approval by the Dean. The Curriculum Committee is responsible for preliminary review and recommendation of curriculum updates or changes, and new courses or programs proposals.

In turn, SoAD Chairs and Directors are supported by class coordinators and administrative staff. Key subject areas such as studio, visual communications, architectural technology and history and theory span several sequential courses and are coordinated by a faculty member. The coordinators work closely with the chairs, directors and the faculty members assigned to their respective course sequences. Chairpersons, directors and coordinators also meet frequently with one another to verify, assess, and align learning outcomes and timing of skills learning and scheduling

of reviews. For departments and programs offered at both campuses, Chairs and co-coordinators positions facilitate local supervision, coordination and responsiveness to local issues and needs. Coordinators are also crucial through the substantial activities of preparation, collection, and assessment of the work during the accreditation processes. Finally, the SoAD Chairs, Directors and advising staff hold one in-studio meeting session each semester, prior to registration cycles to communicate updates and new information, conduct Q&A sessions, and prepare students for advising and registration policies. All students are frequently reminded and encouraged to take advantage of the open-door policy for scheduling meetings with the Dean, Associate Deans, Chairs, Directors, Faculty and Staff, who are always readily available to welcome, engage and assist students, at all times and manage issue or build upon potentials promptly.

Email and ZOOM interactions have facilitated School wide communication, student mentoring and advising. Especially since the COVID 19 pandemic restrictions, aided by the School's required laptop policy, these remote and digital communication tools have strengthened the SoAD community and School spirit, student communication, participation, and timely advising. SoAD prepares students for decision making in their own informed and relevant academic and career planning.

Decision-Making and School Committees

The leadership team of the School (Dean, Associate Deans, Chairpersons and Directors) meets regularly and frequently among them to define needs and strategies, and with faculty and students to communicate and coordinate actions. Information, academic and curricular policy flow from the Dean to the Associate Deans and Chairpersons/Directors, to the Coordinators and School Standing Committees, to the faculty, and to the students. Equally, concerns and feedback flow from students and faculty to administrators.

School Standing Committees play important advisory roles in reviewing, recommending, and facilitating policy and procedures related to specific areas of academic responsibility. They provide a mechanism whereby faculty, staff, and students collegially participate in the policy decisions and actions of the School. The School's Faculty Committees develop, recommend and carry out initiatives to support and achieve Institutional, School, and program goals and objectives. The School's standing Faculty Committees are chaired by full-time faculty, and meet monthly, each semester, to discuss relevant issues identified in coordination with the Dean, Associate Deans, Chairs and Directors.

SoAD Committees - AY 2024-25

- School Personnel Committees (SPC and AD-Hoc SPC)
- Curriculum Committee
- B.Arch and M.Arch NAAB Committee
- ID CIDA Committee
- AI Minor Committee
- Strategic Planning Committee
- Student Affairs Committee (includes Student Leaders of AIAS, NOMAS, ID Association)
- Adjunct Faculty Affairs Committee
- Technology and Facility Committee
- Scholarships, Awards, and Competitions Committee
- Research, Grants, and External Funding Committee
- Lectures and Events Committee
- Marketing and Communications Committee

Additional and temporary ad hoc committees can be convened by the Dean or by faculty proposal to work on special topics, for instance, in the last two years, the Online Learning Committee, the Space Committee, and the Exhibition Committee. SoAD Committees (except the SPC) are required to have a minimum of one student each. This student membership integration on SoAD committees is fundamental to holistic community engagement in school culture, discourse, evaluation and planning and is key for preparing students in leadership experiences, opportunities, and

training. Staff participate in selected committees including the Lectures and Events Committee, Curriculum Committee, Marketing and Communication Committee, NAAB Committee, and Student Affairs Committee or as invited guests in relevant sessions of all SoAD committees. The Dean and Leadership team also attend the Committee meeting as needed.

More details about the list of School Committee Members and a description of each Committee Activity below:
https://www.nyit.edu/u/jcJYnW

The Dean is also involved in several Institutional and External Committees. For a comprehensive list of Committees that involve the SoAD Dean Maria Perbellini, please visit the link below:
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=747976969#gid=747976969

School Personnel Committee (SPC)
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, 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.

Student Affairs Committee (SAC)
The SoAD Student Affairs Committee (SAC) was established in 2018 to integrate and enhance schoolwide student engagement and leadership mentoring and act as the primary SoAD student forum for discussion and addresses all student issues including; integrating student feedback, engagement and participation in addressing school and program success, student orientation, student organization planning, student leadership mentoring, professional leadership training, addressing student academic concerns, studio culture and community. The Faculty Committee Chair and the Associate Dean of Student Success and Engagement meet with students monthly, prior to scheduled monthly SAC meetings, where they report their progress and initiatives to the Dean, students and faculty in attendance. The SAC mentors and meets an expanding list of SoAD student organizations primarily focused on discipline and emerging professional groups including the AIAS NYC and LI chapters, NOMAS NYC and LI chapters, the IDSA (Interior Design Student Association) the Graduate Students Group, and the Digital Art and Design Gaming Club. Student organization chapters establish an annual calendar to organize AIAS, NOMAS and IDSA national conferences, student cultural events, office and museum visits, computer software, technology, portfolio, resume and mock interview training workshops. The Dean's office supports AIAS, NOMAS and IDSA chapters with a generous budget for attending and participating in national conferences. B.Arch. and M.Arch. students are also assigned as members of the school's 10 standing committees to participate in schoolwide discourse and gain leadership experience. The SAC also collaborates with the CSEE to prepare students with workshops in preparation for the annual SoAD and CSEE career fairs.

The Undergraduate Academic Advising Office (UAA), the Student Affairs Committee (SAC), and the Associate Dean of Success and Engagement provide mentorship, coaching and tutoring resources for B.Arch and M.Arch students. The UAA Academic Success and Engagement team provides workshops, training and student staff Peer Success Guides, Peer Tutors and Supplemental Instructors for B.Arch. and M.Arch. students. These student support staff are SoAD students as well. The SoAD Associate Dean of Success and Engagement organizes and hires Federal Work Study students in paid positions to mentor, coach and tutor SoAD and B.Arch. students in design, visualization, history, technology and professional practice courses and faculty research assistantships. Faculty provide informal student advising and mentoring in collaboration with the B.Arch. Chairs' offices and M.Arch. Director and staff and collaborate in addressing student needs and issues as they arise.

- **Student Affairs Committee** - Mentoring and advising, meeting student groups and organizations once a month. Meeting the Dean.

- **Academic Coaching** - faculty invested in providing personalized academic support, and participation in the Achieving College Excellence (ACE) program.

5.2 Planning and Assessment

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

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

Program Response:

In order to set the context for the B.Arch and M.Arch programs' multi-year strategic objectives and planning process for continuous improvement, it is useful to understand the role of this work within the larger Institution. Required by MSCHE, New York Tech implemented Continuous Program Improvement (CPI) in 2020 across all academic departments and students support units to improve educational effectiveness. CPI emphasizes a data-informed, decision-making process to guide departments for overall quality improvement that leads to the improvement of students' learning, college experiences, and achievement.

CPI Committee Charge

The CPI Committee of the Academic Senate is the Institutional unit that brings together all assessment and improvement activities at the university—for programs with or without professional accreditation, and for academic departments and student support units. The committee members come from all academic schools and numerous support departments. Its meetings are open and minutes are posted on the website of the Academic Senate (login required).

The CPI Committee's Mission

- Raise the visibility of CPI for educational effectiveness assessment within the university
- Maintain a common, unified, mission-driven process
- Improve educational effectiveness by increasing faculty preparation in and knowledge of science of improvement
- Prepare a formal annual report on the status of CPI at the university, including recommendations for improvement
- Ensure that the Continuous Program Improvement (CPI) process is used to advance New York Tech's mission and strategic goals and connected with financial planning and support
- Periodically evaluate (CPI) process and make recommendations for improvements

New York Tech's CPI Process & Policy (Institute Level)

1. Academic departments and student support units define mission and educational goals that align with New York Tech mission and strategic goals
2. Select appropriate key performance indicators (KPIs) for each of the goals that can accurately measure the performance, motivate and direct actions, and identify opportunities for improvement.
3. Apply W. Edward Deming's improvement model to develop, test, and implement changes for improvement.
4. Hold an annual departmental review and planning meeting, and focus departmental energy and effort on a couple of Key Performance areas each year to make the CPI a sustained and manageable process.
   The major key performance indicators (KPIs) include:
   - Student learning outcomes (course and program level learning outcomes)
   - Student success (admissions criteria, retention, DFW, graduation rate, license pass rates)
   - Student engagement and satisfaction (NL_SSI, NSSEE, or departmental survey)
   - Faculty performance (teaching evaluation, scholarship, services evaluations)
   - Cost efficiency (classroom utilization, equipment and technology sufficiency)
   - Departmental policies and procedures (review and update)
   - Self-defined others

5.The Institution rewards improvement with recognition and resources for quality initiatives (QI).

More info is at the NYIT's CPI webpage: https://www.nyit.edu/about/offices/research-assessment-and-decision-support/institutional-effectiveness/continuous-program-improvement/

Additionally, the processes of assessment in our B.Arch and M.Arch programs are detailed in Section 5.3.

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

Program Response:

NYIT Executive Dashboard
To facilitate the CPI effort, New York Tech created an Executive Dashboard to provide finer-grained data for Institution, College, School, Department and Program level assessment activities. The selection of the key performance indicators is based on each unit's missions, goals and long-term strategic objectives.

B.Arch & M.Arch Planning & Assessments:
In alignment with NYIT's policy and processes of assessment for continuous improvement, the B.Arch & M.Arch programs created CPI plans based on each respective program's objectives and strategic actions:

Program objective 1: Recruit and support students of all cultures and backgrounds who wish to pursue a career in architecture and whose academic record and background indicate competency and a motivational commitment to learning and development.

Strategic actions:
• Improve recruitment process by developing comprehensive communication and engagement activities for qualified applicants, to increase student enrollment.
• Established direct admission to the B.Arch program for new SoAD applicants by revision of creative portfolios of the candidates. Previously, B.Arch admission was made after 2 years of architectural studies within the B.S.A.T. program. This option is still active for students interested in doing so.
• Established "Accelerated Path" from the B.S.A.T. program to the M.Arch Track II with up to 12 credits available at the UG level applicable to both programs.
• Improve student peer engagement by building bridges between all SoAD degree programs, with expanded networking, social and collaborative relationships, and the creation of co-listed courses horizontally (among Undergraduate programs) and vertically (between Undergraduate and Graduate programs).
• Improve student advising by program directors, dedicated senior advisors, and AXP advisor to help students achieve academic success, and to align academic and internship choices with professional career goals.
•Facilitate transition of students to the profession, by building alliances with professional offices that will make available more internship positions for our students.
• Build alumni networks to establish and maintain ongoing relationships among our growing community of graduates.

Program objective 2: Continuously improve the quality of both programs to best prepare graduates as they transition to the profession, also in alignment with NAAB priorities.

Strategic actions:
• Implement annual self-assessments of coursework, syllabi and student outcomes to align with NAAB's conditions for data-informed improvement actions by multiple stakeholders.

• Development of advanced courses in building performances analysis and tech construction processes as introduction also to new possible career options.
• Enhance the quality of the curriculum by expanding performance-based studio content, manual and digital fabrication, and expanding the range of elective course options, partly through shared coursework with other SoAD MS programs in Architecture.

Program objective 3: Maintain and recruit a diverse range of full-time and adjunct faculty members who meet the criteria of effective teaching, significant scholarly output and valuable service in support of our students' academic and professional development and enhance the school's reputation through professional and applied research work.

Strategic actions:
• Provide new full-time and adjunct faculty members teaching training by NYIT's Center for Teaching and Learning
• Provide support and resources to adjunct faculty members through the Adjunct Faculty Affairs Committee. This Committee is devoted to orienting, integrating, and supporting, returning and new adjunct faculty, to connect them to available resources and to improve and support best practices in teaching and professional growth of its faculty members. Full time faculty in this committee have the role of mentors and advisors to reinforce collegiality and feeling of belonging to the SoAD community.
• Provide full-time faculty opportunities for sabbatical leave, and/or release time providing to both full-time and adjunct faculty, time to pursue academic and professional development, and participate in internal research grants.

Program objective 4: Take the lead in innovation and architectural technology research applications to benefit underserved communities.

Strategic actions:
• Expand opportunities for community engagement through community-based design activities embedded in coursework. (Community Design IV, B.Arch; Material Tectonics II, M.Arch, etc.)
• Make strong connections to the professional community through the SoAD's annual Lecture Series & Events, through live interviews with leading practitioners in seminar courses, and in practitioner feedback on our pedagogy.
• Participate in applied research projects involving marginalized communities and several kinds of unrepresented minorities.

New York Tech's Strategic Action Plan
In 2020, in response to the global pandemic, the widespread movements for social justice, and related economic displacements and hardships, NYIT instituted the development of a university-wide Strategic Action Plan (SAP). This planning process has identified four strategic priorities: to Optimize Student Success, to Drive Innovation & Discovery with Diverse Talent, to Sharpen Institutional Identity, and to Fortify Institutional Viability. Each is defined with objectives and key performance indicators.

The table on the following pages illustrates the alignment of B.Arch & M.Arch objectives and strategic actions with NYIT's Strategic Action Plan and Key Performance Indicators.

NYIT's Strategic Action Plan	B.Arch & M.Arch Objectives	Key Performance Indicators (KPI)
OPTIMIZE STUDENT SUCCESS OBJECTIVE 1: Reduce Administrative Barriers to	Program objective 1: Recruit and support students of all cultures and backgrounds who wish to pursue a career in architecture	Enrollment trends Persistency rates & graduation rates admission criteria NL_Student surveys

Facilitate Student Success OBJECTIVE 2: Drive high impact Student Learning with a Future of Work Lens OBJECTIVE 3: Increase Students' Sense of Belonging to New York Tech Beyond the Classroom	and whose academic record and background indicate competency and a motivational commitment to learning and development	# Student research grants and scholarship awards # Student internship Student exit surveys Alumni surveys
DRIVE INNOVATION & DISCOVERY WITH DIVERSE TALENT OBJECTIVE 1: Build Community, Morale & Shared Sense of Purpose OBJECTIVE 2: Enhance Recruitment, Retention, and Professional Development of Staff & Faculty Members OBJECTIVE 3: Enhance Teaching Excellence for Faculty OBJECTIVE 4: Grow Research, Scholarship, and Creative Activity for Broad Reach	Program objective 2: Create and maintain the quality of B.Arch & M. Arch programs that prepare graduates' transition to the profession and in meeting all NAAB conditions Program objective 3: Maintain and recruit a cadre of academically diverse core, and adjunct faculty who can meet the criteria of high-quality teaching, significant scholarly output, and valuable service to the college and professional community.	NAAB 3.1 PC; NAAB 3.2 SC Faculty & adjunct recruitment, & diversity profile Professional development Peer evaluation of teaching Student Course Evaluation Noel-Levitz Student Satisfaction Survey Research Grants (internal external) Faculty service to professional community
SHARPEN INSTITUTIONAL IDENTITY OBJECTIVE 1: Institutionalize a Self-Reflective Identity Conversation OBJECTIVE 2: Strengthen New York Tech's Commitment to Equity & Inclusion OBJECTIVE 3: Advance and Promote New York Tech as a Leader in the Application of Technology	Program objective 4: Take the lead in technology innovation and application to serve the community	# faculty community service events and projects # student service projects

The tragic and exceptional events of 2020 confronted New York Tech with the need for major cultural and operational shifts and underscored the importance of New York Tech's mission—to provide career-oriented professional education, to offer access to opportunity to all qualified students, and to support research and scholarship that benefit the larger world. Led by a steering committee and working groups of administrators, faculty, staff, and students, the strategic planning initiative brought together a resilient New York Tech community to forge a plan for a transformative future. The result was New York Tech: Innovation in Action, a five-year strategic action plan to enhance the student experience and strengthen the collective university. Now, as New York Tech actively carries out the plan, every member of the New York Tech Community is critical to its completion.

Please find at the link below detailed process, approach, mission, and objectives of the **SoAD Strategic Plan**: https://www.nyit.edu/u/tjl9U9

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

Program Response:

Within the Institutional CPI (Continuous Program Improvement) report initiated in 2022, B.Arch and M.Arch along with all SoAD programs have started to collect and evaluate KPI data for each program objective and use the assessment results to inform changes and adjustments for improvement. Assessment-based changes and adjustments are summarized below with each of the programs' objectives.

Program objective 1: Recruit and support students of all cultures and backgrounds who wish to pursue a career in architecture and whose academic record and background indicate competency and a motivational commitment to learning and development.

Enrollment

As a result of our strategic actions in recruitment, both B.Arch and M.Arch enrollment have increased substantially during previous years, even though a small decrease in the M.Arch program has been experienced in the fall 2024 due to some changes in VISA procedures for international students. The current recruitment trend for the fall 2025 shows an increase in numbers from last year in both programs.

Distinct Enrolled Student Count	**Term**			
Program/Major	**Fall 2021**	**Fall 2022**	**Fall 2023**	**Fall 2024**
BARCH Architecture	345	407	462	474
MARCH Architecture	39	43	51	44

Student race/ethnicity profile

Among the total 474 students in our **B.Arch** program (290 in the NYC campus and 184 in the LI campus) the race/ethnicity reflects NYIT's student diversity and inclusiveness with 81 (17%) Asian, 37 (7.8%) Black or African American, 163 (43.4%) Hispanic or Latino, and 132 (28%) white, only to refer to the larger represented categories. This diverse and inclusive student body is one of the strengths of our Institution and of SoAD and evidence of its relevance for the growth of a balanced and just society, where education is accessible and underrepresented communities find their way to success. More details on comparative data of NYIT and SoAD undergraduate and graduate students' ethnicity profile are in the charts below:

2024 NYIT Student DEI: Breakdown of Full-Time and Part-Time Students by Race and Ethnicity

Distinct Enrolled Student			**Grand Total (%)**
Full Time / Part Time	**Full Time**	**Part Time**	
American Indian or Alaskan Native	18	5	23 (0.6%)
Asian	937	91	1,028 (28.2%)
Black or African American	361	56	417 (11.4%)
Hispanic or Latino of any race	756	135	891 (24.4%)

Native Hawaiian or Other Pacific	12	1	13 (0.4%)
Nonresident Alien	269	21	290 (8.0%)
Race/Ethnicity Unknown	97	49	146 (4.0%)
Two or More Races	82	12	94 (2.6%)
White	628	116	744 (20.4%)
Total	**3,160**	**486**	**3,646**

2024 B.Arch Student DEI: Breakdown of Full-Time and Part-Time Students by Race and Ethnicity

Distinct Enrolled Student			**Grand Total (%)**
Full Time / Part Time	**Full Time**	**Part Time**	
American Indian or Alaskan Native	2	0	2 (0.4%)
Asian	79	2	81 (17.1%)
Black or African American	35	2	37 (7.8%)
Hispanic or Latino of any race	160	3	163 (34.4%)
Native Hawaiian or Other Pacific	2	0	2 (0.4%)
Nonresident Alien	33	0	33 (7%)
Race/Ethnicity Unknown	12	1	13 (2.7%)
Two or More Races	11	0	11 (2.3%)
White	127	5	132 (27.9%)
Total	**461**	**13**	**474 (230 male + 244 female)**

2024 NYIT Graduate Student DEI: Breakdown of Full-Time and Part-Time Students by Race and Ethnicity (Excludes COM-DO)

Distinct Enrolled Student			**Grand Total (%)**
Full Time / Part Time	**Full Time**	**Part Time**	
American Indian or Alaskan Native	1	0	1 (0.1%)
Asian	117	43	160 (10.9%)
Black or African American	61	56	117 (7.9%)
Hispanic or Latino of any race	81	44	125 (8.5%)
Native Hawaiian or Other Pacific	4	0	4 (0.3%)
Nonresident Alien	532	110	642 (43.6%)
Race/Ethnicity Unknown	61	17	78 (5.3%)
Two or More Races	22	6	28 (1.9%)
White	219	100	319 (21.6%)
Total	**1,098**	**376**	**1,474**

2024 M.Arch Student DEI: Breakdown of Full-Time and Part-Time Students by Race and Ethnicity

Of the 44 students enrolled in the M.Arch program, the race/ethnicity reflects NYIT's student diversity and inclusiveness with 3 (6.8%) Asian, 8 (18.2%) are Hispanic or Latino, and 10 (22.7%) White, only to refer to the larger numbers. This also confirms the commitment of the M.Arch program towards a diverse and inclusive environment to foster creativity and professional growth. More details are in the chart below:

Distinct Enrolled Student			**Grand Total**
Full Time / Part Time	**Full Time**	**Part Time**	
American Indian or Alaskan Native	0	0	0 (0%)
Asian	3	0	3 (6.8%)
Black or African American	2	0	2 (4.5%)
Hispanic or Latino of any race	8	0	8 (18.2%)
Native Hawaiian or Other Pacific	0	0	0 (0%)
Nonresident Alien	19	0	19 (43.2%)
Race/Ethnicity Unknown	1	0	1 (2.3%)
Two or More Races	1	0	1 (2.3%)
White	9	1	10 (22.7%)
Total	**43**	**1**	**44 (22 male + 22 female)**

Student success

Student persistence and graduation rates are key performance indicators of the programs' student success, along with the consideration of students' course evaluation and instructor effectiveness, and of the internship rate. The consistent collaboration with the NYIT Career Service Office to improve quality/ variety of the opportunities for student participation in internships, workshop, and initiatives of professional networking are also crucial to guarantee student success and measured through topical surveys to SoAD alumni and employers.

The table below provides B. Arch and M.Arch programs' persistence rate

Major/ Program	FT/PT	Term	Start Cohort (n=)	Persistence Next Year Fall
BARCH Architecture	Full Time	Fall 2020	230	96.52%
		Fall 2021	324	96.30%
		Fall 2022	378	94.18%
		Fall 2023	425	93.65%
	Full Time Total		**1,357**	**94.92%**
	Part Time	Fall 2020	26	80.77%
		Fall 2021	21	85.71%
		Fall 2022	29	86.21%
		Fall 2023	37	78.38%
	Part Time Total		**113**	**82.03%**
BARCH Architecture Total			**1,470**	**93.95%**
MARCH Architecture	Full Time	Fall 2020	27	85.19%
		Fall 2021	39	87.18%
		Fall 2022	42	88.10%
		Fall 2023	50	92.00%
	Full Time Total		**158**	**88.61%**
	Part Time	Fall 2020	1	100.00%

		Fall 2021	1	0.00%
	Part Time Total		**2**	**50.00%**
MARCH Architecture Total			**160**	**88.13%**

The average persistency rate for the B.Arch students is 93.95% (including full-time and part-time students) while 88.13% is the persistency rate for the M.Arch students (full- and part-time). These are comparable to NYIT's rate benchmark of 86%.

The table below provides B. Arch and M.Arch programs' graduation rate

B.Arch

Term	Start Cohort (n=)	Graduation within 100% time	Graduation within 150% time	Grade rate 100 % time	Grade rate 150 % time
Fall 2014	31	27	29	87.10%	93.55%
Fall 2015	26	20	26	76.92%	100.00%
Fall 2016	35	29	33	82.86%	94.29%
Fall 2017	49	41		83.67%	NA
Fall 2018	71	56		78.87%	NA
Fall 2019	53	51		96.23%	NA

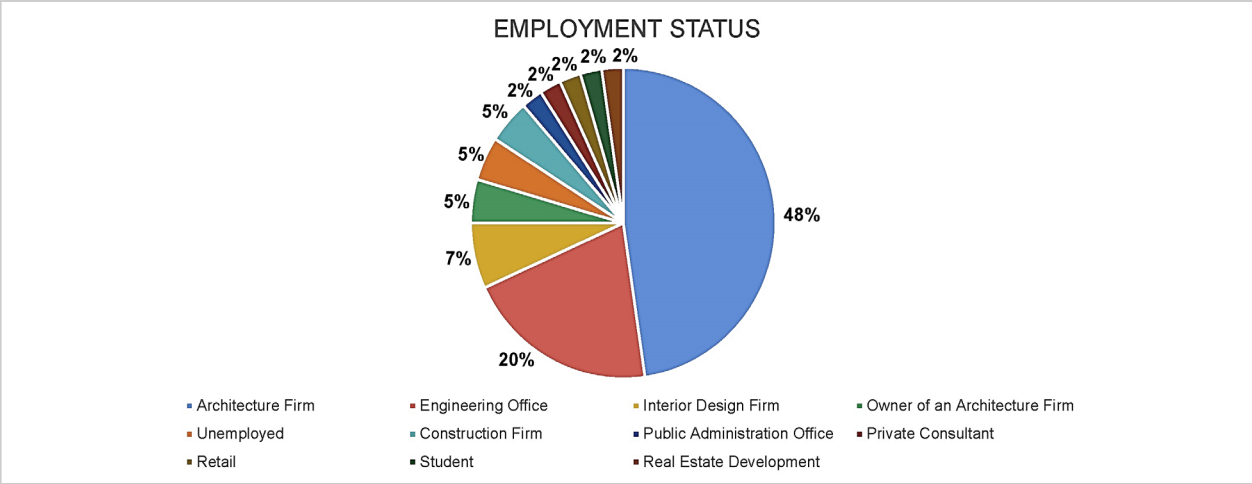
M.Arch (Track I & Track II)

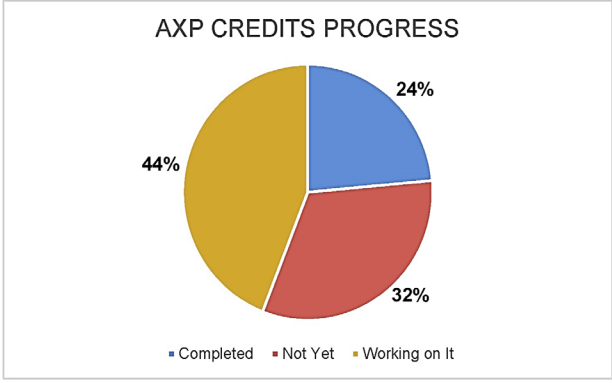
Term	Start Cohort	Graduated within 100% time	Grad rate 100% Time
MARCH.ARC4			
Fall 2019	6	6	100.00%
Fall 2020	13	10	76.90%
Fall 2021	16	12	75.00%
Fall 2022	11	9	81.82%
MARCH.ARC6			
Fall 2019	9	6	100.00%
Fall 2020	3	2	66.70%
Fall 2021	9	6	66.67%

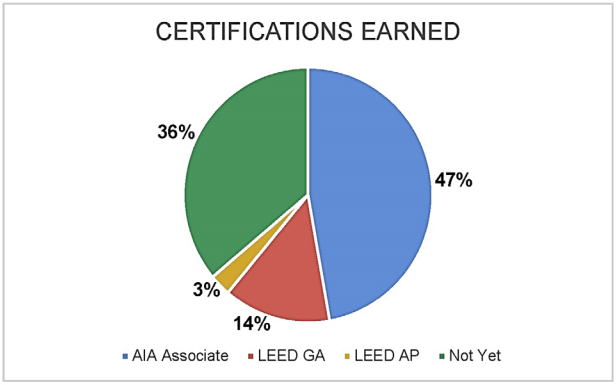
Student survey of the program's effectiveness

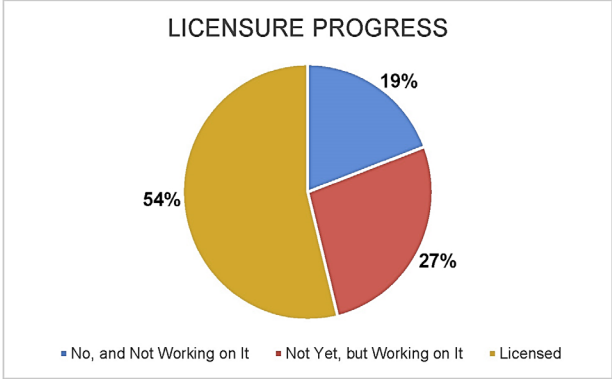
The most recent survey (fall 2024) to SoAD recent B.Arch and M.Arch alumni follows the previous one focused on M.Arch students (2021) and collects their post-graduation feedback about program outcomes and preparation for their first jobs. About 50% of the 100 alumni contacted who graduated in the last ten year answered to the digital survey. All of them are employed in different offices as indicated in the chart below within the specified categories. Details about their AXP Credits show that 56% of our recent alumni completed or is on the way to do so, their credits. In terms of their path to licensure, 44% of them received or are going to complete it. When asked how well the B.Arch and M.Arch prepared them for their first positions, a total of 91% offered positive responses.

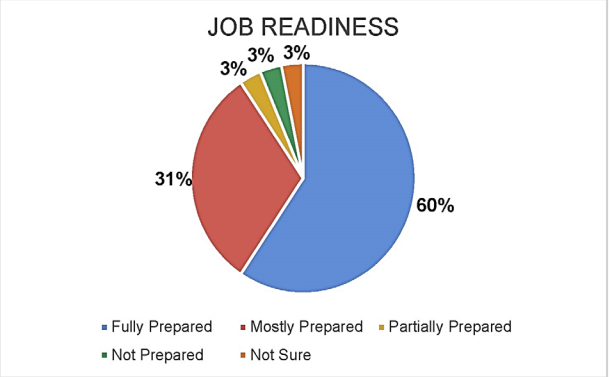
The table below provides B. Arch and M.Arch programs' alumni survey response











The survey will be continued and modified in the coming years to obtain a wider range of feedback to better inform our improvement efforts. A continuous assessment process is also in place through our regular communication with SoAD Alumni and Friends, most of whom employ SoAD students.

For more information and details about the Recent Alumni Survey, please see the link below:
https://www.nyit.edu/u/9ztRoD

NYIT administers the Noel-Levitz Student Satisfaction Survey (Nl-SSI) every three years for students to evaluate faculty advising, teaching and student support service, etc. The survey data has been disaggregated to all department and program levels to facilitate continuous improvement efforts.
The summary of the latest (2022) NI-SSI reports for the B.Arch program shows that the percentage of students who were "satisfied or very satisfied" with their overall experience increased from 21% in 2018 to 37% in 2022. The percentage of students who are likely to enroll again, if they had to do it over also increased from 27% in 2018 to 38% in 2022.
The summary of the only one NLSS report available for the new M.Arch program (2022) shows that the percentage of students who were "satisfied or very satisfied" with their overall experience was 20%, with 50% of the students opting for "probably or definitively yes."
For More Information and details about the **Noel-Levitz Student Satisfaction Survey** please see the link below:
https://www.nyit.edu/u/OMXekb

Program objective 2: Create and maintain the quality of the B.Arch and M.Arch programs that will prepare graduates to transition to the profession, meeting all NAAB conditions.

The process of continuous assessment and curriculum development is described in details in paragraph 5.3 of this document. The annual self-assessments has led to the following changes in the B.Arch and M.Arch programs since last accreditation.

B.Arch:

Below are listed the major curricular changes and improvements of this program since last accreditation (2018) due to the continuous assessment evaluation towards academic development, while more detailed descriptions of the process of assessment/change/evaluation regarding each course are included within the narrative of Chapter 3 of this document.

2018:

1. Update and swap the course catalog description of Arch 401 and Arch 402, bringing the new contents of the Urban Scale community project to the spring semester and anticipating the ones of the Comprehensive Design studio to the Fall. This guarantees a better sequence with previous and following studios in terms of scale and contents of the project assigned, also integrating a more inclusive, multidisciplinary, and sustainable agenda into the urban design studio.
2. Change the Pre-Req for Arch 240, to follow in the spring semester the same horizontal coordination of studio and visualization courses as per the fall of the first year, which guarantees a better quality of students' work.
3. Create a new course Arch 413, which introduces students to digital simulation and optimization of building performances through new fabrication systems, bringing the curriculum up to date with the profession, and improving applications to the integrated design building studio (arch 401) co-requisite for this class.
4. Substitution of Arch 311-Structural Steel Design with the new course Arch 310 -Structural Design and of Arch 312-Reinforce Concrete Design with the new course Arch 413-Architectural Simulation and Fabrication Optimization. These guarantee the introduction of the latest digital tools and advanced technologies, along with the latest professional developments in the field.

2019:

5. Direct Admissions to the B.Arch Program, as also required by NYSED to increase the options for students already oriented towards this program, while the change from BSAT to B.Arch within the BSAT remains still available. See also chapter 6.

2020:

6. Course modification of title and contents of the History-Theory courses (Arch 161, Arch 162) to foster a more inclusive, diverse, and global perspective on the topic. Following a long time discussion within SoAD

and as also suggested during the last accreditation process, titles and contents of Arch 161 and Arch 162 within the B.Arch Program, and of Arch 661 and Arch 662 in the M.Arch program have been modified aiming to incorporate architectural traditions with a wider/global geographical breadth outside Europe and the United States. The new title and description accurately represent our commitment to diversity, equity, and inclusion in the study of architecture. In this way, undergraduate and graduate history and theory courses will be more aligned. In regard to this topic, see also the Introduction chapter in this document.

2021:

7. Creation of a new Thesis Research Topical Seminar Arch 531, engaging history, theory, design thinking, technology and digital fabrication, in the context of preparing students for a subsequent 1-semester architectural thesis studio. Replacing one of the Architecture Electives, this research seminar may include site investigations, precedent analysis, programming, prototyping, parametric investigations, and theoretical foundations and contexts. It is meant to assist students in the development of their 500-level studio projects.
8. Changes of the Thesis studio sequence (Arch 501-Arch 502) from two semesters to one (Arch 502) along with the introduction of a Topical Studio (Arch 501). By compressing the B.Arch. Thesis to a single semester (ARCH 502), the Arch 501 studio can address independent contemporary topical Issues that may in turn impact the subsequent ARCH 502 thesis studio, typically a student-driven design problem.

2022:

9. Offering of Tech Booth Camp for freshmen and Tech Integration Workshop for studios (currently still in place and founded by IDC Foundation and SoAD Friends – see the recent lists below), to prepare students with software and tools crucial to perform and succeed in their first year studio and visualization courses, while also integrating expertise and knowledge on specific aspects of design, representation, and visualization in the second and fifth year of the this program. In the later, they also learn video making and documentary which is crucial to advance the survey and research phase of their thesis. This is also a valuable and competitive skill for their professional placement, as confirmed through the feedback from the alumni.
   WORKSHOPS (under IDC $250K Innovation Grant)
   2022-2024 Academic Years
   - Rhino Sub D Modeling + Grasshopper Sub D Modeling or Rhino Vault - Workshop 1
   - Model Making + Digital Manufacturing
   - Rendering + Animation + Postproduction - Workshop 2
   - Rendering Methods
   - AI/Machine Learning
   - Introduction to Maya
   - Grasshopper PufferFish
   - Kuka Robotics - 6 Axis Milling
   - Narratives and Video Making
   - Gamethon - Digital Arts
   - Grasshopper and Parametric Modeling for Urban Design
   - Artificial Intelligence & Machine Learning for Urban Modeling
   - First Year Software Bootcamp
   - AI Midjourney/Digital Fabrication
   - Computational Fabrication and Enclosure
   - Facade Systems
   - Urban Design Data
   - Interactive Robotics
10. Changes of the General Education core, to include Making Sense of a Data-Oriented Society, Science elective (any 100-level Chem, Bio, Phys), Liberal Arts Elective, 4 Seminar courses from at least three different subject areas (Literature, Behavioral Sciences, Philosophy & Ethics, Social Sciences); and delete Foundations of Inquiry, Foundations of Scientific Process, Foundations of Speech and Communication.

2023:

11. Institutional Request for introduction of Experiential Education (EE) and Speech Intensive (SI) contents within the SoAD courses as part of the Core Curriculum changes. Courses have been selected by the SoAD Curriculum Committee in conversation with the Dean's Office, as the best fit for the introduction of the new EE and SI contents/courses following a general process of assessment of the core curriculum in alignment with the Middle State Accreditation process. These changes involve: AAID 102-Design Fundamentals II (SI), Arch 272-Environemntal Site Planning (EE).
12. Change in course number of Arch 272- Environmental Site Planning to Arch. 327, since it is offered during the third year of this program. This guarantees consistency and avoids confusions.
13. Change in course description of Arch 324-Environmental Systems I and Arch. 325- Environmental Systems II, needed as per self-assessment process and based on the evolution of architectural practice and emerging technologies. The contents of these courses have been revised to respond to the current needs of the discipline and the new available tools and technologies applied in an evolving professional field.
14. Change in course title and description of Arch 362 -City Planning, since this course title is misleading, and the description is outdated and doesn't represent the complexity of the current urbanization systems. The new course title "History and Theory of the City" and the revised description positively represent class as a crucial completion of the architectural history and theory education sequence at New York Tech.` By incorporating many non-western cities and urgent contemporary urban issues, the course confirms the SoAD commitment to diversity, equity, and inclusion in the study of different modalities of urbanization and cultural landscapes around the world.

2023-2024:

15. Swap of academic semesters between the contents of Arch 301- Architectural Design III and Arch 302- Architectural Design IV, to guarantee continuity of these third-year studios with the previous and following ones. In this way, the spring semester of the third year, after the focus on housing in the fall, is dedicated to a first level of comprehensive understanding of building systems in preparation of the following fall semester of the fourth year which elaborates it in depth and in coordination with advanced building systems and performances analysis. This also allow for students to assimilate the contents of Arch 324-Environmental Systems I in the fall before addressing the first level of comprehensive building studio Arch 302 in the spring, while they are also taking Arch 325-Environmental Systems II, crucial for this spring studio.

2024:

16. Updates and Improvements in the syllabus of Arch 481- Professional Practice, which has been thoroughly reviewed and developed to acknowledge the latest ARE.50 and AXP requirements, administered by NCARB. The course reconsiders emerging career paths within the profession that have been increasingly developing within the last few years, exposing students to the potentials of artificial intelligence and virtual reality, and its relation to project delivery methods. Furthermore, updates to business structures, business entities, and business diversities, such as MWBE, also have been included in the course content and discussions.
17. Practicum OPTION – **in progress**. In keeping with one of New York Institute of Technology's goals to "provide career-oriented professional education," the Architecture Practicum program OPTION which should be effective starting from the Fall 2026, enables the School of Architecture and Design Undergraduate B.Arch and BSAT students to participate in full time employment experiential learning while pursuing their undergraduate degrees. In partnership with a diverse network of architecture and construction management offices affiliated with the Practicum OPTION program SoAD Undergraduate Architecture students engage in this advanced experiential education opportunity through a 24–28-week summer and fall paid full-time employment practical learning residency. During the seven-month Practicum residency, which begins in the summer term of the student's final academic year, they participate in the daily professional practice working on projects currently in development in the partnered site office. During the fall semester, students register for four courses totaling 14 credits taught within the context of the continuing full-time employment learning Practicum.
18. AI Minor – **in progress**. This minor will be open to all SoAD students with a maximum of 12 credits, among which 6 credits will be added to the required ones specific to each program while the remaining will be

covered by existing courses that have already implemented AI. This has also been integrated at several levels in all SoAD curricula. This minor will focus on cutting edge technologies in AI applied to design and creative processes. New tools and operational methodologies will be explored and applied design research.

M.Arch

2022-2024:

19. We continue to tighten horizontal integration among studio, visualization and technical courses, filling in gaps and eliminating redundancies among all courses, especially at the 700 level. These changes include reinforcement between corequisite technology and studio courses ARCH 705-M.Arch Studio 5 + ARCH 722-Building Systems II to integrate standards compliance, material systems and assemblies, and with corequisite ARCH 727-Construction Drawings to advance student abilities to model exterior assemblies in detail.
20. Adjusting assignment formats to focus on student responses to explicit parameters of climate, site and usage.
21. Continuing faculty rotations to align expertise and teaching methods with curricular objectives. Several faculty members new to the M.Arch have brought new focus and expertise to our teaching.
22. New elective offerings: NYIT uses ARCH 791-Special Studies in Architecture, designation to trial run new courses before creating unique course numbers. Current "Special Studies" options include: 1. ARCH 791 – Special Studies in Architecture (Architectural Simulation and Fabrication Optimization). This course is the graduate version of ARCH 413 described above. It has been effective in supporting concurrent studio ARCH 705- M.Arch Studio 5-Integrative Design by enabling students to generate measurable outcomes with software based simulations for thermal transference, solar gain, illumination and other systems. During the AY 2024-2025 we are creating this as a unique offering as ARCH 713-Architecural Simulation and Fabrication Optimization.
23. The next two elective courses specifically help students transition from the professional education to professional practice phases of their careers. Item 2 is a glimpse into the ways that professional designers and decision makers view the direction of their practices and of the profession. Item 3 assists students in framing their own experiences into a broader context to showcase how they may contribute to and advance as self-aware and self-motivated agents of progress.
    2. ARCH 791 – Special Studies in Architecture - Pioneering Technology in Architectural Practice. This course has run annually since 2021 and centers on research and analysis of key buildings by cutting edge practitioners in the use of pioneering technology in the design and construction of large projects. The seminar is structured around interviews between class members and the principals or representatives of the firms in live, online broadcasts. In 2024, the work of the first three years of this class has been published in a handsome book "Beyond the Envelope: Twenty-one pioneering Architectural Projects from the Early Twenty-first Century, Twenty-one interviews with their Architects, edited by Prf. Tom Verebes, and published by Oscar Riera Ojeda Publishers. An extensive, glowing review of this work by Katherine Logan appeared also in the December 2024 issue of Architectural Record.
    3. ARCH 791 – Special Studies in Architecture – Narrative Journeys in Architecture. This course focuses on guiding each student through developing a narrative of their individual journeys through their key M.Arch studio projects and unique research interests. At the conclusion, each student completes and self-publishes their work and uses it to demonstrate their abilities and achievements to prospective employers. This course was initiated in Spring 2022 and is now in its third iteration.

Program objective 3: Maintain and recruit a cadre of academically diverse full-time and adjunct faculty who can meet the criteria of high-quality teaching, significant scholarly output and valuable service to the college and professional community.

Faculty teaching effectiveness

Continuously improving teaching quality is an essential long term objective for the B.Arch and M.Arch programs and the SoAD at large. The Center for Teaching and Learning (CTL) works at Institutional level to improve teaching effectiveness. Within the CLT, the newly established Community of Practice (CoP) includes faculty collaborating in groups - SoAD faculty are also leading one of these groups - and working on specific interdisciplinary projects that target specific changes in practice through practical goals established and met every academic year: https://site.nyit.edu/ctl/communities_of_practice

The B.Arch and M.Arch programs use both student evaluation feedbacks and studio productivity to assess the programs' teaching effectiveness. Studio productivity is recognized among faculty members and administrators at open reviews involving also outside guest academicians and professionals. The quality of projects selected for inclusion in the SoAD Atmosphere journal and the works shared by the SoAD on social media are also ways to assess quality and guarantee improvements.

Table below provides SoAD's B.Arch and M.Arch programs Instructor Effectiveness 2022-2024:

Q25. Overall, I would rate the instructor's effectiveness in this course in this course as:							
Scale Description	**Numerical Value**						
Very Good	5						
Good	4						
Average	3						
Poor	2						
Very Poor	1						
School	SoAD						
Departments	Architecture						
Average of Q25 Instructor effectiveness		**Academic Year**	**Term**				
Course Level	**Subject**	**Fall 2021**	**Spring 2022**	**Fall 2022**	**Spring 2023**	**Fall 2023**	**Spring 2024**
Graduate	ARCH	4.48	4.05	4.16	4.50	4.44	4.37
Graduate Total		4.48	4.05	4.16	4.50	4.44	4.37
Undergraduate	AAID	4.35	4.49	4.55	4.48	4.42	4.60
	ARCH	4.49	4.51	4.46	4.53	4.38	4.53
Undergraduate Total	4.48	4.46	4.51	4.49	4.52	4.39	4.55
Grand Total		**4.46**	**4.45**	**4.43**	**4.52**	**4.40**	**4.52**

Student evaluations: NYIT administers student course evaluations with regard to all aspects of courses at the end of each semester (see the survey question attached). One of the survey questions specifically asks students to evaluate overall teaching effectiveness on a scale of 1-5 (1: very poor, and 5: very good). The program has designated 4 (good to very good) as a minimum benchmark. If any course score falls below 4.0, the department chair will work with the instructor to address the issues. The table above provides teaching effectiveness scores at both individual course levels and program levels.

The programs' mean scores for the past four academic year has been consistently exceeding the benchmark of 4.0.

All full-time faculty have met NYIT's requirements in the areas of scholarship and research as outlined in CBA (Collective Bargaining Agreement). https://aaupatnyit.nyit.edu/files/library/NYITAAUPCBA_2022-2027.pdf
Faculty Research Grants, both internal and external, help to promote innovation, scholarship output and professional development. These are detailed in the paragraph "Knowledge and Innovation" of chapter 2 and in paragraph 4.3 of chapter 5.

Faculty diversity: The SoAD faculty diversity profile indicates women and non-White individuals are underrepresented, especially compared to the diversity of student population. In conjunction with NYIT's DEI initiative, SoAD has made great efforts to improve faculty diversity. Since 2016, SoAD have welcomed new minority faculty (full time tenure-track, non-tenure, visiting, and part time adjunct). Among new faculty hires are 4 African Americans, 5 Asian American, and 7 Latin Americans, and 6 full-time female faculty. Current faculty diversity is summarized in the table below. Progress will continue as increased enrollment in the SoAD and in the B.Arch and M.Arch programs in particular, would support additional adjunct and full-time faculty lines.

2024 B.Arch Faculty DEI: Breakdown of Full-Time and Part-Time Faculty by Race and Ethnicity

- **Full Time Faculty:**

Total Number of Full Time Instructional Staff Race/Ethnicity	**Total Males**	**Total Females**	**Total (Male + Female)**
American Indian or Alaskan Native	0	0	0 (0%)
Asian	4	1	5 (16.7%)
Black or African American	0	0	0 (0%)
Hispanic or Latino of any race	4	1	5 (16.7%)
Native Hawaiian or Other Pacific	0	0	0 (0%)
Two or More Races	0	0	0 (0%)
White	14	6	20 (66.6%)
Total	**23**	**8**	**31**

- **Part Time Faculty:**

Total Number of Adjunct Part Time Instructional Staff Race/Ethnicity	**Total Males**	**Total Females**	**Total (Male + Female)**
American Indian or Alaskan Native	0	0	0 (0%)
Asian	3	5	8 (14%)
Black or African American	1	1	2 (3.5%)
Hispanic or Latino of any race	8	0	8 (14%)
Native Hawaiian or Other Pacific	0	0	0 (0%)
Two or More Races	1	0	1 (1.8%)
White	25	13	38 (66.7%)
Total	**38**	**19**	**57**

2024 M.Arch Faculty DEI: Breakdown of Full-Time and Part-Time Faculty by Race and Ethnicity

- **Full Time Faculty:**

Total Number of Full Time Instructional Staff Race/Ethnicity	Total Males	Total Females	Total (Male + Female)
American Indian or Alaskan Native	0	0	0 (0%)
Asian	2	0	2 (18.2%)
Black or African American	0	0	0 (0%)
Hispanic or Latino of any race	2	0	2 (18.2%)
Native Hawaiian or Other Pacific	0	0	0 (0%)
Nonresident Alien	0	0	0 (0%)
Race/Ethnicity Unknown	0	0	0 (0%)
Two or More Races	0	0	0 (0%)
White	5	2	7 (63.6%)
Total	**9**	**2**	**11**

- **Part Time Faculty:**

Total Number of Adjunct Part Time Instructional Staff Race/Ethnicity	Total Males	Total Females	Total (Male + Female)
American Indian or Alaskan Native	0	0	0 (0%)
Asian	1	1	2 (18.2%)
Black or African American			
Hispanic or Latino of any race	1	0	1 (9.1%)
Native Hawaiian or Other Pacific	0	0	0 (0%)
Nonresident Alien	0	0	0 (0%)
Race/Ethnicity Unknown	0	0	0 (0%)
Two or More Races	0	0	0 (0%)
White	5	3	8 (72.7%)
Total	**7**	**4**	**11**

Please consider that the numbers included in the tables above refer only to the faculty teaching in our B.Arch and M.Arch programs and don't include the faculty teaching in the other SoAD departments and programs.

More information and details about the full time SoAD faculty hired since the last Accreditation process is at the link: https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=716815001#gid=716815001

Program objective 4: Take the lead in innovation and research applications to benefit underserved communities.

• All 4th year students in the B.Arch program take Arch 402-Des V. This is an Urban Scale and Community Focused studio that includes the collaboration with a local community in need, local stakeholders, and public administration,

working on issues such as environmental sustainability, social justice, and cultural diversity and inclusion. Thesis studios have also been working with communities in need in several vulnerable areas around the world, and traveling to the places selected for surveys and collaborative workshops that have been sponsored by SoAD Friends and Alumni scholarships.

• Several B.Arch elective seminars Arch 291- Special Studies in Architecture, have been also been focusing with an interdisciplinary approach to local and global projects operating in vulnerable context and Disaster Relief issues.

• All 700-level students in the M.Arch program take the required course ARCH 724 - Material Tectonics II, where student teams work directly with a designated not-for-profit sponsor to identify design/build opportunities. The entire class collaborates on design development, detailing, fabrication and assembly on site of the winning design. As our program grows, we plan to expand the range and scope of these service-learning, design-build experiences for students.

• We plan to keep exploring more opportunities in upper-level coursework of the M.Arch to address community-based needs and opportunities, in collaboration with SoAD MS programs in Architecture and Urban Design, Architecture and Computation Technologies, and Health + Design.

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

Program Response:

Strengths

• Strong full-time and adjunct faculty: the B.Arch and M.Arch programs reside in the SoAD and take advantage of SoAD's faculty, among whom are 41 full-time faculty and 97 adjunct professors including all the Departments (Architecture, Interior Design, and Digital Art And Design). Many are grant recipients and award-winning architects, engineers, interior designers, digital designers, experts in advanced technology, renowned professionals, and Ph.D. research scholars. Their range of critical, professional, emerging practices, and research interests, documented in a multitude of publications, exhibitions, lectures, and built projects, all contribute to the quality of teaching in B.Arch and M.Arch programs.

• Strongly dedicated leadership team, excellent staff support, and efficient administrative structure serving a student-centered learning environment and committed to the success of students and faculty.

• New York Tech's strong support for faculty research and creative work includes an institute-wide reduction in annual f-t teaching loads from 21 to 18 ELHs beginning in fall 2022, additional release time of 3 ELHs per semester during the first two years of service for new tenure-track faculty to aid them in developing their research agendas, plus increased internal and external research grant opportunities, in addition to long-standing support for sabbatical leaves for tenured faculty for research, publication and professional development.
(https://www.nyit.edu/research/ospar/internal-grants/)

• A large, engaged community of passionate alumni and talented professionals, cultivated through the consistent efforts of the Dean, has increased their generous support and valuable mentoring opportunities for growth and competitiveness by financially assisting students in need during their academic path and providing them with opportunities for job placement and career advancement during their time at school through internships and jobs upon graduation.

• The Dean's successful fundraising led to growth and improved quality of SoAD teaching and learning: particularly stemming from IDC Foundation grants totaling $2.35M to date, matched by $2.8-million from New York Tech, to rebuild and expand SoAD fabrication labs at the two campuses, purchase state-of-the-art equipment and software, provide digital skills workshops, and supporting the IDC Foundation Endowed Chair and two new Master of Science Programs. Additionally, the Dean has annually applied for IDC Foundation Scholarship and Fellowships grants and has so far received a total of $890,000 (including $100,000 pending for AY2025-2026), in support of student recruitment by providing research assistantships with faculty conducting innovative research.

Comprehensively counting the various sources of the Dean's fundraising, she secured to the SOAD more than $5M (+ $2.8M by Institutional matching) and additional $50-60K generated annually by the IDC Foundation Chair endowment. A new proposal including $1.3M + $1.5M endowment is currently pending.

- Amazing Alumni and Friends support providing mentorship and guidance, internships and job placement, enthusiasm and inspiration for all of us.

More details about the Dean's fundraising are at the link below:
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=864459709#gid=864459709

Challenges

• The SoAD was agile and resourceful in its response to the Covid 19 pandemic, offering all classes in a remote format within 48 hours of campus closures. To provide vital assistance to our students, faculty and staff during this unanticipated interruption of our operations, New York Tech and the SoAD made enormous financial and support resources available to our community, including scholarship and grant funding for students to obtain the hardware and software needed to continue with their studies. The enormous dedication of our New York Tech and SoAD leadership and the tireless efforts of our faculty and staff made it possible for us to provide uninterrupted service and instruction to our students.

• As a magnet for international students, especially at the graduate level, New York Tech found itself with fewer students enrolling due to their difficulties in obtaining visas, obtaining travel authorizations, and abilities to fund their educations as the US Dollar rose against most other currencies. Additionally, changes to US and other countries' policies for granting student visas have made the process more challenging and less certain for applicants. Political speech and policy changes in the US and abroad have also had a negative impact. The SoAD maintains its commitment to one-on-one communication, transparency, and comprehensive academic support for members of our academic community and as a result, it has been mitigating some of these challenges.

• Since NAAB's most recent visit to the B.Arch program in 2017, the SoAD has also initiated a program of data-driven assessments at many scales at the level of individual courses, course sequences, and degree programs by all stakeholders – students, faculty, administrators, alumni and practitioners. The results of these assessments provide the basis for much of this report and are a key feature of the digital team room.

Opportunities

• The B.Arch and M.Arch programs have both grown, especially with the 2019 implementation of the direct admission to the B.Arch -as per prior practice, BSAT students remain anyway eligible to apply to the B.Arch program at the conclusion of their second academic year. Relevant towards the growth of the M.Arch program is also the introduction of the Accelerated Path from the BSAT to M.Arch Track II, allowing students to take up to 12 graduate credits during their UG years, applicable to both degrees. Continuing growth in enrollment brings great potential for recruiting additional full-time faculty and student support staff.

• The growing reputation and improved visibility locally and internationally through publications, and the participation in renowned exhibitions, workshop, and symposia, have also resulted in more and better qualified student applicants than before, while also attracting esteemed full-time and part-time faculty.

• Four SoAD MS programs, in Architecture and Urban Design, in Health and Design, in Architecture and Computational Technologies, and in Digital Product Design provide broad opportunities for applied research, developing interdisciplinary range and expertise, shared coursework, and interdisciplinary links to the New York Tech's Colleges of Engineering, Osteopathic Medicine and Health Professions.

• Architecture fairs, collaboration with well-known professional offices, private agencies, local public administrations, and specialized Dean's Atelier in prestigious architecture firms (Campo Baeza, BIG, Ferrater, etc.) are fostering more attractive and diverse career paths while also building a stronger and wider network of connections and supporters across academia, the profession, and decision makers.

5.2.5 Ongoing outside input from others, including practitioners.

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

Program Response:

Advisory Board
At the School level, the Dean's Advisory Board provides feedback on SoAD initiatives and achievements, both at Advisory Board meetings and during regular Alumni and Advisory Board events. Members have provided input for the school's external engagement, review, planning and development procedures. The inclusion of outside experts and professionals has led to dynamic and critical involvement of those who help to guide, advocate and provide robust support for the School's continued improvement.

SoAD Friends and Alumni
A well-established community of experienced SoAD Friends and Alumni offers support and mentorship to the Leadership Team as well as to faculty and students during official events and more informal meetings. By sharing insights on the latest changes in the profession and its evolving needs and providing constructive feedback on pedagogical achievements and students' production, the SoAD Friends and Alumni guarantee a proactive dialogue with faculty and students, while assessing the proceeding of the work. Their generous gifts, donations, and scholarships have been instrumental to our progress and student retention.

Associate Dean for Student Success and Engagement
The Associate Dean works in collaboration with the Dean's Office, the New York Tech's Career Services and Experiential Education, and the Senior Development Officers to establish and/or reinforce relationships with alumni, industry partners and professional firms, to schedule office visits, and events for students to engage with licensed professionals to gain professional feedback, licensure knowledge, while establishing meaningful professional relationships. The SoAD conducts annual spring career fairs on both campuses for 5th year students registered in the B.Arch. Thesis, the 4th year Professional Practice courses, and M.Arch. Students to meet with alumni and metropolitan area architecture, engineering, interior design and urban design professionals for portfolio reviews, career development, NCARB and NY State licensure preparation, life coaching, alumni mentorships and networking. The SoAD AIAS faculty advisor also schedules annual meetings between B.Arch. and M.Arch. Students and representatives of NCARB, NYSED, and the AIA.

IDC Foundation Endowed Chair
The IDC Foundation Endowed Chair is crucial in spearheading external relations, international partnerships, high profile scholar activities engaging the industry and the profession; publications with important editors and authors, interdisciplinary collaborations and research at the forefront of innovation.

External Reviewers
The program solicits and uses consistent input from external sources including practitioners, faculty from the SoAD and from other local and international Institutions, alumni, and representative client groups. At the course level, all major studio reviews include external reviewers, whose evaluations are captured in standard grading rubrics. Additionally, in **Arch 402 – Community Design Studio, Arch 481 - Professional Practice (B.Arch)**; and **ARCH 724 - Material Tectonics II, ARCH 880** – **Practice Models and Strategies (M.Arch)**, representatives of client/ communities, professional experts, and legal advisors participate in evaluation of student projects and presentations. The SoAD also stages end-of-year exhibitions of studio work and bi-annual assessment days when alumni, practitioners, faculty and invited guests evaluate the syllabi and products from key course sequences.

5.3 Curricular Development. The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.
Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

The SoAD organizes its curriculum to achieve optimum horizontal integration among courses each semester, and coherent vertical progression of abilities in sequenced courses that include Studio, Visualization, Technology and Architectural History/Theory. Faculty members in each semester meet periodically to compare student achievement across studio, visual communication and technology courses. Studio and visual communication courses collaborate most closely, as studio performance requires software abilities, and Visual Communications courses benefit when skills are interpreted and applied in Studio. Similarly, Studio and Technology courses mutually support student achievement in relation to Site Design, Building Technology and Environmental Design. From these new assessments, scheduling and content adjustments are quickly made to benefit student understanding and abilities.

The processes of assessment in our B.Arch and M.Arch programs take place at:

- **a.** Granular level, involving each section in all the courses (courses that don't produce graphic work proceed with quizzes and exams)
- **b**. Intermediate level, involving the coordinators of each course
- **c**. Comprehensive level, involving the coordinators of the several courses horizontally and vertically correlated. Results and feedback from these meetings converge in discussions within our Curriculum Committee meetings (3 or 4) each semester. These are crucial to foster a continuous assessment that leads to strategies that can require curricular changes that are then coordinated and agreed upon with the SoAD leadership team and the Dean's Office prior to initiate the Institutional approval process.

a. Open reviews of the students' work especially in studio courses are scheduled for all the sections in each campus at least twice per semester within the studio setting, and at least one time per semester across both our campuses upon reaching specific milestones. This guarantees an open and accessible conversation involving all the faculty and students who can then share and evaluate the results of the work and become familiar with the specific approaches of each section/faculty within the same course to benefit all. These conversations guide the proceeding of the design and assist the coordinators with a more comprehensive understanding of the state of the work and of the action needed to improve it. Lectures from the coordinators and presentations by faculty on specific topics and/or in preparation for specific assignments are also shared in person and/or through remote modalities, each semester according to the needs of each course (studio and seminars) and to the pedagogical framework established by each coordinator and developed with the Chair Office.

b. Meetings with the coordinators from both the campuses of each of the courses are scheduled at least three times in each semester by Associate Deans and Chairs. During these meetings the coordinators share and collegially collaborate on finalizing the syllabus in preparation for the semester, evaluating any adjustment or update needed in proceeding, and assessing the results of the semester upon its conclusion and in preparation for the following one. These are also opportunities to evaluate and incorporate as needed the comments and feedback received from each faculty during the several meetings that each coordinator has with all of them. Further meetings take place with Chairs and the Associate Deans to review vertical and horizontal course sequences and to assess outcomes and best practices for possible adoption.

c. At a more comprehensive level, in preparation for each semester, one or two times during it, and upon its conclusion, coordination and assessment meetings are also scheduled in conjunction by both the chairs. These involve the coordinators of connected studio sequences across different years as well as between these and the coordinators of the seminar courses (history/theory- structure- technology) offered within the same year to better align contents, requirements, and tools offered. This fosters a collaborative integration of knowledge while

providing a more holistic and coordinated understanding of the complexity of the field and its continuous evolution and providing potential inputs to the Curriculum Committee.

Faculty, administrators and students contribute to the curriculum review process through the coordinated schedule of meetings. Each curriculum area coordinator works with the Chair and/or the Program Director to identify goals for each academic year, to ascertain alignment with desired outcomes and benchmarks. Actual outcomes are then assessed at the start of the subsequent cycle. New ongoing annual assessments make use of Learning Outcome/Grading rubrics to allow the collection of data for benchmarking and achievement of goals. This new practice was implemented in the fall 2021 semester and is in use going forward.

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

The relationship between course assessment and program and student criteria can be best illustrated in the NAAB Matrix. At the Program level, alignment with the NAAB's 2020 Revised Guidelines, Conditions, and Procedures govern our planning and assessment activities. The NAAB Criteria Matrix is a master document that allows us to track our success in meeting requirements for Shared Values, Program and Student Criteria. The assessment process workflow is: Program Mission + NAAB Conditions > NAAB Matrix > Course level LO Rubrics > Aggregated Rubric data > Identification of curricular successes and concerns > Inclusive review and recommendations for revisions to syllabi, formats and/or methods > Implementations. This process then repeats each cycle.

This process converges and is coordinated within the NAAB Committee composed of fulltime faculty from both our B.Arch and M.Arch programs and representatives of each area of studies and that includes also students from these programs. The NAAB Committee, created in the Fall 2023 has been focusing on analyzing and assessing program's pedagogy and students' work to ensure compliance with the new accreditation protocols and procedures. Besides meeting three times each semester, this Committee organizes also in person workshop sessions once each semester to guarantee a shared and collegial collaboration of the identified topical working groups.

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

Program Response:

SoAD prioritizes collegiality and productive teamwork within a positive and inspiring working environment. Stewardship of SoAD degree programs resides with the Dean, who appoints a Chairperson and Director to each program coordinated by the Associate Deans. Chairs and Directors work with faculty and content area coordinators (Studio, Visual Communication, Architectural History/Theory, Building Technology, and Structures), who contribute to set curricular goals, agendas and initiatives, including those relating to assessment of those goals. New and revised programs, courses, course sequences and/or formats are evaluated and approved by the Dean, with the SoAD and New York Tech Academic Senate Curriculum Committees and Academic Senate. Requests for certain categories of change must also be reviewed and approved by the New York State Education Department (NYSED) Office of the Professions.

Programs
The B.Arch program is overseen by two Chairs (one for each campus) and the M.Arch program by its Director. They work with the Dean, Associate Deans, and curricular area coordinators to establish and implement program-level goals, considering both SoAD and NAAB priorities and requirements.

Courses
Each curricular area is overseen by a faculty coordinator in the areas of Design Studio, Building Systems and Technology, Digital Communication, and Architectural History/Theory. All coordinators are in close communication with one another, with the chairs and the director, and with constituent faculty members. Coordinators are responsible for managing the vertical progressions of coursework within each sequence, and on facilitating multi-course integrations.

Direct measures
The faculty, coordinator, Chairs, and Directors collaborate to identify learning outcomes, assessment metrics and benchmarks for each, and these appear in rubrics within each syllabus. At pre and post semester faculty meetings, achievement of benchmarks is evaluated, and adjustments are made to improve the performance of courses, course sequences and the program overall. Midterm and end of semester project reviews are attended by a variety of faculty, guest critics, practitioners, and alumni, while quarter reviews are limited to SoAD faculty. The learning outcome rubrics completed by the participants allow us to view student achievement from a variety of perspectives and define adjustments. Exams and quizzes are equally crucial in evaluating and assessing the work of non-design courses.

Indirect measures
New York Tech distribute and administers course evaluations directly among the students each semester for anonymous submission though a standardized questionnaire and the results are shared with faculty and administrators. Additionally, the SoAD issues course-specific questionnaires, allowing us to survey and review relevant aggregated responses from our faculty, students, and alumni.

Accreditation Related Assessment and Development
New York Tech has regional accreditation by The Middle States Commission on Higher Education (MSCHE); the SoAD's B.Arch program is in NAAB Continuing Accreditation status, while the M.Arch program is in its term of Initial Accreditation.

5.4 Human Resources and Human Resource Development

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

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

Program Response:

The SoAD employs 41 full-time faculty members and approximately 97 adjunct faculty members across all the School's departments (Architecture, Interior Design, and Digital Art and Design) and the graduate and undergraduate programs offered. In its courses, New York Tech is known for favorable faculty/student ratios, averaging at around 1:12 to 14 for studio courses and around 1:18 to 28 for seminar and technology courses.

The School of Architecture and Design requires faculty members to have a range of experience in two or more of the following: in-depth experience in professional practice, architectural design and research, theory, history, computational design, and digital fabrication. With very few exceptions, the SoAD recommends faculty members to hold professional licensure in Architecture or Engineering or a Ph.D. in the field, and the ability to successfully transfer their knowledge to others. Those exceptions are made for exceptional junior faculty who are on the path to licensure, to Architectural Historians with a terminal degree, or to specialists for whom professional licensure in architecture is not common.

New York Tech supports faculty and staff with policies and programs designed to create a positive and inclusive work environment, and to nurture professional development. The CBA between New York Tech and the American Association of University Professors (AAUP) governs due process, benefits, compensation and working conditions for faculty members.

Faculty workloads are defined in the areas of teaching, scholarship, and service and established by the NYITAAUP Collective Bargaining Agreement (CBA). Currently, full-time and adjunct faculty members teach 18 "equivalent lecture hours" (ELH) each year. Teaching faculty and Visiting lines are not on a tenure track and entail an annual teaching load of 21 ELH. An ELH is roughly equivalent to 1 contact teaching hour, not including preparation time. In exceptional circumstances and upon approval by the Dean's and the Provost's Office, an overload could be approved. Background: To stimulate faculty research and scholarly activity, New York Tech in the fall 2022 reduced full-time tenured and tenure-track teaching loads from 21 to 18 ELH. For the same reason, a reduction of teaching load to 12 ELH per year is granted to faculty in tenure-track during the first two years of their appointment.

Additionally, faculty members may be awarded release time for research, curriculum coordination, and taking on the administrative roles of director, chair, special projects, and preparing for accreditation. ELH compensation and/or release time may be periodically adjusted to allow for other opportunities in personal professional development or service to the community upon agreement with the Dean and approval from the Provost.
The Dean has a small amount of discretionary ELH institutionally distributed in the form of Dean's incentive for merit-based faculty research proposals.

The SoAD employs both full-time and part-time adjunct faculty. The full-time faculty includes tenured faculty, faculty in the tenure track, visiting faculty and professors of practice. Both full-time and part-time faculty hold a rank, which is tied both to teaching credentials and compensation. Faculty ranks are: Instructor, Assistant Professor, Associate Professor, and Professor.
Tenured and tenure-track faculty are full-time, traditional academic appointments with typical responsibilities, commitments, and benefits. All tenured and tenure-track full-time faculty members maintain scheduled office hours and are required by the NYIT-AAUP Collective Bargaining Agreement to be available for assignments at least four days per week. Duties during the academic year include student advising, and serving on school committees on a rotating basis, determined by faculty preferences and the Dean. Tenured, tenure-track, and other non-tenure full-time faculty in the College of Architecture and Design are expected to cultivate expertise in their fields of specialization, including research, scholarship, and creative practice, to maintain currency with an ever-changing field and to enhance the school's reputation throughout their professional and research work.

Full-time faculty are supported with offices, a computer, access to all college and university resources, library privileges and support, educational training and development, research and travel funding, and where requested, student teaching assistants. Full-time faculty are encouraged to pursue creative and research activities at the highest level and are supported through appropriate incentives and teaching/schedule adjustments—including Institutional funding dedicated exclusively to supporting research.

In 2021 the school started its process of restructuring its student advising procedures as part of the integration of the Digital Art and Design department and redistribution of advising responsibilities to full-time staff. Full-Time Faculty were only assigned as advisors to second year undergraduate architecture students, and each professor advised a list of seven, or less, students each term. In 2023 a Senior Student Advisor was allowing the optimization and streamlining of the advising processes among the dedicated staff. This has significantly reduced the full-time faculty's historic role as student course registration advisors, allowing more time for their research, course preparation, and student mentoring, while also guaranteeing a more consistent and efficient student academic advising by reducing redundancies, and expediting processes.

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

Program Response:

Professor Robert Cody AIA, LEED AP, has served as the Architectural Licensing and AXP Advisor since 2012. In addition to managing his professional office (Amoia Cody Architects), alumnus Professor Cody has been the first Teaching Associate Professor at the school, and holds expertise in models of practice, project delivery, and environmentally performative design. Professor Cody is a seasoned licensed practitioner in the New York Tristate region. As AXP Advisor, Prof. Cody ensures that students are familiar with 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 Architectural Licensing Advisor and AXP program provide degree candidates with a structured transition between education and registration and that students understand when they are eligible to enroll in AXP. All architecture students are introduced to NCARB and the licensing process during the student's orientation sessions for freshmen and more in depth during the first semester of their studies at New York Tech in an "Introduction to History, Theory and Criticism of Architecture and Design" (AAID 160) presentation dedicated specifically to the role of the architect and licensure presented by Professor Cody in collaboration with the course faculty. In addition, each year, the AIAS invites representatives from the NCARB and the New York State Education Department (NYSED) Office of the Professions to meet with students, make brief presentations and to answer questions from the group in a workshop session about the AXP, registration and licensure requirements in New York State. Undergraduates receive further information about licensure throughout the B. Arch program, culminating in a detailed review of the process in our fourth-year professional practice course (ARCH 481). The CAD Construction Drawings course (ARCH 327) also conducts scheduled lectures and presentations regarding licensure and NCARB. M.Arch. Candidates follow a similar path culminating in the Practice Models and Strategies course in their final semester (ARCH 881). These programs provide students with information about current NCARB policies and give them the opportunity to discuss developments and requirements of the licensing process.
Moreover, as nearly all our design faculty are working professionals, the subject of licensure— its implications, pathways, and opportunities—is a regular point of discussion in studio and support classes.

The AIAS and NOMAS also manage periodic Lecture Series that bring professionals to the school several times during the academic year to discuss practice experiences and options.

Externships
The B.Arch program offers a cumulative sequence of undergraduate three-credit elective externship courses (ARCH 381, 382 and 383). The externship courses are administered by Chairs, Associate Deans, or a dedicated full-time faculty who monitors outcomes and compliance with the program's criteria and procedures. The program typically places 20-30 students per year in professional offices. Externship students observe architectural practice first-hand paid employment, mentorship and evaluation of a registered architect often also part of our SoAD Friends and Alumni group.
The M.Arch program offers course opportunities, ARCH 882 (Externship) and ARCH 883 (Internship) for students wishing to earn academic elective credit for working in a professional architecture office under the supervision of a licensed architect, gaining first-hand knowledge of professional practice. To be eligible, students must have 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. This program serves both the MS.AUD and M.Arch degrees.
Please see link below for more details about students' Externships in professional offices since 2018: https://www.nyit.edu/u/LYQH12

Students can also apply for Internship as **Curricular Practical Training** (CPT) as described at:
https://site.nyit.edu/files/management/SoM_ExperientialEducation_CPTApplication.pdf
and
https://site.nyit.edu/career_services/international_student_internships

Field Trips and Off-Campus Activities
Summer programs, field trips, architect office visits, service-learning projects, portfolio workshops with established professionals, and club activities offer learning opportunities outside classrooms and studios following Institutional and School protocols to guarantee accessibility and safety.

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

Program Response:

Faculty Professional Development, Scholarship and Research
The full-time faculty have several ways of remaining current in their knowledge of the profession. First and foremost, the full-time faculty is composed of a large number of licensed architects, interior designers or engineers, and certified technology professionals, with active practices who pursue professional development in the most direct way possible, including required CEU coursework and credits, as well as Ph. D. bearing researchers and scholarship with active publication records. Tenured, tenure-track, and other full-time faculty in the School of Architecture and Design are expected to cultivate expertise in their fields of specialization, including research, scholarship, and creative practice, and maintain and enhance their teaching skills through a variety of opportunities and resources. Tenured and tenure-track faculty are full-time, traditional academic appointments with academic responsibilities, commitments, and benefits. Tenure-track faculty have also release time in their first two years to work on their scholarship and fulfill the requirements of their reappointment process.

The structure of the School is such that almost all full-time faculty author course syllabi, coordinate and teach alongside the larger group of adjunct faculty. The size of our professional B.Arch program in particular requires multiple sections of each course each semester. This creates a rich exchange of new ideas between faculty groups with multiple and diverse perspectives and commitments to education and the profession, while also providing intergenerational mentorship. This school's professional diversity reflects and contributes to the inherent interdisciplinary approach of the school and the prevailing regional modes of interconnected practice and career long professional development.

At Institutional level, the **Development Day** (https://site.nyit.edu/academic_affairs/faculty_development_day) organized each semester is an opportunity for all faculty to gain new specialized and updated knowledge through the invited guests, while also share approaches and expertise across all the Schools at New York Tech.
The **Continuous Program Improvement (CPI) Day** (https://www.nyit.edu/about/offices/research-assessment-and-decision-support/institutional-effectiveness/continuous-program-improvement/) organized each year guarantees a shared and collegial self-assessment process while allowing also awareness of programs and strategies for improvement across the Schools.

At the SoAD level, annual **lecture and exhibition series**, along with topical **symposia and workshops** offer many opportunities for broadening horizons and providing professional development. For faculty who are licensed practitioners, as well as other members of the design community, the school's Lecture Series provides continuing education credit opportunities, and nurtures a mutually supportive relationship with the city and state AIA chapters. A financial support for **Faculty Development** is also offered by the Dean to all SoAD full-time faculty attending or presenting in lectures, exhibitions, and events nationally and internationally.

A full-time faculty member can also propose a summer abroad program off-campus to expand student experiences and learning. Thesis travels abroad and special projects in collaboration with educational Institutions and communities globally, are also productive opportunities to foster faculty development and student growth. Both the Institute and the SoAD support Institutional research grants, along with sabbaticals and teaching release time to allow for a variety of professional development. These options encourage interdisciplinary research, broaden the perspectives of architecture faculty within and beyond the profession, while relevant research and knowledge developed outside the school are integrated into the curricula of its academic units. The result is a stronger teaching and learning environment.

New York Tech Internal Grants – Institute Support of Research and Creativity (ISRC)
NYIT provides ISRC (Institutional Support of Research and Creativity) and TLT (Teaching and Learning with Technology) grants to our New York faculty members to support innovative ideas. Grant awards are administered by the Office of Sponsored Programs and Research (OSPAR) and help pay for project costs including materials, equipment, and supplies, student salaries, travel, and release time from teaching duties. ISRC and TLT grants provide seed money for major grants. Internal grants such as these give faculty members the resources they need to advance their work. The grants are awarded every year under an agreement with New York Tech unionized faculty. The ISRC-TLT programs have, in recent years, emphasized cross-disciplinary scholarship, especially projects involving multiple principal investigators, and projects engaging junior and senior faculty as well as New York Tech students.

Bioengineering, Alzheimer's and Parkinson's Disease, and Exercise research, cancer research, cybersecurity, computational thinking, Humanities, Architecture and marketing are among the areas of faculty research and creativity that were supported by New York Institute of Technology's Institutional Support of Research and Creativity (ISRC) and Teaching and Learning Technology (TLT) Grants in previous years.

Past awardees are posted on our website: https://www.nyit.edu/research/ospar/internal-grants/

On April 22, 2024, the Office of Academic Affairs awarded 24 grants, totaling $300,000, to tenure and tenure-track faculty for research projects, creative activities, and the preparation of major (large-budget) external grant proposals, or to support innovative uses of technology to enhance teaching and learning. The maximum award is $15,000 and the maximum funding period is 14 months. NYIT has expanded its support drive to increase the faculty output in research and scholarship and to increase the reputation and ranking of NYIT as research-centered Institution.

LIST OF RECENT ISRC TLT GRANTS to SoAD FACULTY

Fiscal Year	PI (and SoAD co-PIs)	Rank	Type	Purpose of Grant	Status
07/01/2021 to 6/30/2022	Robert Cody (PI) Angela Amoia (Co-PI)	Associate Professor/ Adjunct Associate Professor	ISRC	Routledge Book: "Alvar Aalto and the Future of Architecture"	Awarded
07/01/2021 to 6/30/2022	Hyun-Tae Jung	Associate Professor	ISRC	Book project: "Skidmore, Owings & Merrill: The Architecture of Organization from the Great Depression to the Cold War"	Awarded
07/01/2021 to 6/30/2022	Kevin Park	Assistant Professor	TLT	Project title: Learning in 3D: The VR Experience in the Classroom	Awarded
07/01/2022 to 6/30/2023	Pablo Lorenzo-Eiroa	Associate Professor	ISRC	Project title: Architecture of Information.	Awarded

07/01/2022 to 6/30/2023	Tom Verebes	Professor	ISRC	Project title: BEYOND THE ENVELOPE: Practice-based Research at the Frontiers of Architectural Technology.	Awarded
07/01/2022 to 6/30/2023	Kevin Park	Assistant Professor	TLT	Project title: Innovative Teaching Approach for Counselors-in-training Using the Virtual and Real World Metaverse Case Studies	Awarded
07/01/2023 to 6/30/2024	Athina Papadopoulou	Assistant Professor	ISRC	Project title: Therapeutic Affective Garments (TAG): Emotion regulation via haptic feedback for Individuals with Autism Spectrum Disorder (ASD)	Awarded
07/01/2023 to 6/30/2024	Clarke Snell (PI) Matthias Altwicker Co-PI Robert Cody co-PI	Associate Professors	TLT	Project title: Integrating Performance Simulation Software into the Architectural Workflow: A New Required Course for the Bachelor of Architecture Curriculum	Awarded
07/01/2024 to 06/30/25	Hyun-Tae Jung	Associate Professor	ISRC	Book Project: Contemporary Korean Architecture, from 1987 to 2020.	Awarded
07/01/2024 to 06/30/25	Marta Caldeira	Assistant Professor	ISRC	Project title: Laboratories of Architecture and Solidarity: The Inter-American Housing Center (CINVA) in Bogota' and SÃo Paulo's Research Center for Planning and Urban Studies (CEPEU), 1950s-60s.	Awarded
07/01/2024 to 06/30/25	Andreas Theodoridis	Assistant Professor	ISRC	Project title: Passive Clay-Fiber Air Purifiers for All: Socially Just and Affordable Air Quality Continuum	Awarded
07/01/2024 to 06/30/25	Kevin Park (PI)/ Michael Hosenfelf (co-PI)/ Beau McGhee (co-PI)	Assistant Professor / Associate Professor / Visiting Assisant Professor	ISRC	Project title: Empowering Veteran College Applicants: Innovative XR Training and Simulation Educational Games and Gamification.	Awarded

SoAD External Grants

In 2018 Dean Perbellini secured a $2 million IDC Foundation grant that was exceedingly matched by the Institution with an additional $2.8 million, and provided a fundraising leadership model. The impact of this grant has produced academic and professional development resources that did not previously exist at the SoAD and the Institute. The SoAD Fab Lab expansions and renovations (completed in 2021) have provided new support, and advanced technology for faculty to develop research and projects both in and outside the classroom. The IDC grant has also fueled and advanced the integration of emerging technology in all SoAD programs' curricula and design studios, as well as fostered faculty team-based teaching and learning development. Moreover, the IDC Foundation grant has made possible the creation of the new Master of Science programs in Architecture Computation and Health and Design formulated around emerging knowledge and professional models supporting advancing faculty development in new areas of practice and research. The IDC Foundation grant provided also the first and only Endowed Chair position at both the Institute and School levels. This position specifically enjoys the income generated by the $ 1 million endowment (in perpetuity) creating opportunities for students' support, advanced research, partnerships, and funding for faculty development and student's participation in special projects (exhibitions, symposia, competitions). This great support has tremendously and positively impacted the School's culture. Since their first

Grant, IDC Foundation has continued a trustful partnership with SoAD awarding the School with a total of more than $ 3.0 million, including the recent $ 250,000 that partially supported the expansion of the FabLab in NYC (2024), the Bio-Tech research lab in LI (2023), the upgrading of the HIVE in NYC (2023), and the additional funds the IDC Foundation offered every year since 2019 as students' scholarships.
Additionally, the SoAD Endowed Chair Alessandro Melis received two grants respectively of € 112.000 and € 115.000 from the Italian Ministry of Culture to organize topical exhibitions, conferences, workshops, and a traveling installation involving students and faculty, while additional € 600.000 have been granted for the Italian National Pavilion at the Venice Biennale on Resilient Communities. Furthermore, SoAD Professor Jeffrey Raven has been Co-PI of a $ 747,000 NSF grant on "City-as-Lab" part of Climate-Resilient Urban Design and of an additional $ 150,000 3-year grant part of the same topic.

SoAD Alumni and Friends have also donated nearly $ 2.5 million through the annual fundraising events in support of students in need, students' organizations, faculty and staff. External private endowments such as the Tommaso and Franca Chieco are also crucially dedicated to specific projects like the Dean's Atelier Studio, guaranteeing collaboration with world renowned architects. NYIT and the Dean's office vigorously support faculty development and research via release time, annual faculty development funding, and encourage activities such as international projects and Institutional partnerships.

Other Non-Grant Support

Sabbatical
Faculty may apply for sabbatical leave for research or other professional development activity. Letters requesting sabbatical leave are first submitted to the Dean, and proposals are submitted to the School faculty's Personnel Committee (SPC), 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 by the granted faculty to the Dean and Provost of Academic Affairs.

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.
In AY 23-24 Full time professors David Diamond and Nader Vossoughian were awarded full-year sabbaticals and in AY 24-25 Full time professor Michael Nolan has been awarded a full-year Sabbatical.
Professors Giovanni Santamaria, Gertrudis Brens, Dongsei Kim, Robert Cody, Marcella Del Signore, Jeffrey Raven, David Diamond, Jason Van Nest, Farzana Gandhi, Hyun-Tae Jung, Pablo Lorenzo-Eiroa, Kevin Park, Christian Pongratz, Athina Papadopoulou, Clarke Snell, Ezio Blasetti, Marta Caldeira, Matias del Campo, Andreas Theodoridis, and Florencia Vetcher were all awarded teaching release time over the 2022-2025 academic cycles.

Professional Development
The school provides financial support for faculty participation in professional conferences and other professional development activities.
Each full-time faculty member is allocated up to $1,700 a year for faculty development of their choice to pursue professional development that contributes to program improvement. On occasion higher amounts are allocated.

Faculty awarded funding for professional development include:

2022-2023	AMT AWARDED
Clarke Snell	1,200.00
Dongsei Kim	1,500.00

Farzana Gandhi	1,200.00
Hyun-Tae Jung	1,700.00
Marcella Del SIgnore	800.00
Matthias Altwicker	1,200.00
Nader Vossoughian	140.00
Pablo Lorenzo-Eiroa	1,700.00
Robert Cody	1,700.00
Rozina Vavetsi	1,700.00
Sandra Menninger	1,700.00
2023-2024	**AMT AWARDED**
Andreas Theodoridis	1,500.00
Beau McGhee	1,200.00
Clarke Snell	1,200.00
Emily Sturges	950.00
Evan Shieh	1,700.00
Farzana Gandhi	1,700.00
Francesca Forlini	1,700.00
Hyun-Tae Jung	1,700.00
Nader Vossoughian	1,300.00
2024-2025	**AMT AWARDED**
Robert Cody	1,700.00
Angela Amoia	1,700.00
Athina Papadopoulou	1,700.00
Evan Shieh	1,700.00
Matias del Campo	3,000.00
Francesca Forlini	1,700.00
Beau McGhee	1,200.00
Marta Caldeira	1,200.00
Pablo Lorenzo-Eiroa	1,700.00
Marcella Del Signore	1,200.00
Kevin Park	1,200.00
Andreas Theodoridis	200.00

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

Program Response:

Academic Advising

New York Tech and the School of Architecture and Design are deeply committed to student success by providing a variety of robust support services to enable students to achieve academic goals while pursuing health and wellness simultaneously and holistically through oriented practices and lifestyles. These services extend to academic and personal advising, health and wellness, financial assistance and campus life, are considered critical and integral components of the educational and learning experience.

Full Time SoAD Advisors and Faculty Mentoring

Advising encourages students to be agents of their lives and futures, to be informed and self-aware, to develop decision-making skills, to think critically about goals and objectives, and to assume ownership and ethical responsibility for their actions and plans. NYIT offers a range of academic advising resources — including dedicated full-time advising staff, 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 Associate Deans work closely with the School's program Chairs, Directors and advising staff and acts as secondary advisor to all SoAD students, regarding advising and student affairs. Students must meet formally with their academic advisor at least once each semester to review their progress, choose courses for the next term, and receive permission to registration. This process ensures that advising happens on a regular basis. Informal meetings occur frequently during each semester as students seek advice on scholarships, career information, and other general information that is critical in supporting students with college life and the particular demands of a design-based education and career.

The program Chairs, Directors and advising staff distribute daily registration updates to students throughout the advising and registration cycles. The updates give current information on registration procedures, elective and travel abroad course offerings, scholarship opportunities and related events. Outside the school, the Associate Deans, Chairs, Directors and full-time advising staff maintain clear communications with the Associate Provost of Academic Affairs, the Dean of Students, Student Health and Wellness Center, Admission- Registration- and Bursar Offices, and the Advising and Enrichment Center to help students connect with appropriate support staff. The Associate Deans and the program Directors, Chairs and full time Advisors, meet often with the Dean of Students regarding student concerns, collective and individual.

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 meets on a scheduled appointment with the full-time advisor assigned to each academic year, or with the full- time program Chairs (B.Arch) or Director (M.Arch) 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 by the dedicated staff, full-time faculty members maintain office hours, by appointment, for student mentoring throughout the semester for students currently registered in their courses or students seeking their personal expertise, feedback or advice. All full and part-time faculty conduct portfolio review sessions at the end of each term with students enrolled in their design studios, to advise and mentor students on curriculum, studio and course options, scholarship opportunities and career guidance.
The goals of the academic advising team include helping students to:

- Facilitate successful transition into NYIT and the SoAD design-oriented culture and curriculum
- Develop suitable and equitable educational plans
- Clarify life and career goals
- Select appropriate courses
- Interpret policies and procedures
- Complete degree requirements in a timely manner
- SoAD Advising Staff 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 + SoAD information.
    - Promptly assist students in solving each specific issue to guarantee a positive learning experience.
- Full Time Advising Staff fills 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.

Associate Dean for Student Success and Engagement

The Associate Dean for Student Success and Engagement plays a crucial role in reviewing admission portfolio to the B.Arch program and in assisting and mentoring with the collaborations of the Chairs, Directors, and Advising staff all the students at the beginning of their academic path by organizing specific orientation sessions. He also works in collaboration with New York Tech's Career Services and Experiential Education (CSEE) to plan and organize training workshops for preparing students with the skills for emerging professionalism, job and career fair events for internship, job, volunteer, and career opportunities. The Associate Dean and CSEE also work with the Dean's office and the Senior Development Officers to establish relationships with alumni, industry partners and professional firms, to schedule office visits, and events for students to engage with licensed professionals to gain professional, career, and licensure knowledge, and establish meaningful professional contacts and relationships to facilitate job and internship opportunities. The SoAD conducts annual spring career fairs on both campuses for 5th year students registered in the B.Arch. Thesis, the 4th year Professional Practice courses, and M.Arch. students to meet with alumni and metropolitan area architecture, engineering, interior design and urban design professionals for portfolio reviews, career development, NCARB and NY State licensure preparation, life coaching, alumni mentorships and networking. The SoAD AIAS faculty advisor also schedules annual meetings between B.Arch. and M.Arch. students and representatives of NCARB, NYSED, and the AIA. The Dean's office also integrates the AIA, the Architectural League and SARA with B.Arch. and M.Arch. Students through annual events and the school's Lectures and Events Committee.

Academic Support

New York Tech 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.

• The Advising and Enrichment Center - The Undergraduate Academic Advising (UAA) help students meet their academic goals by providing all NYIT and SoAD undergraduate first and second year students personalized advising from registration and orientation through the first day of classes in their sophomore year, as well as through their transferring process. This is an extremely effective student success resource for the SoAD first-year and the full time Advising Staff. The UAA also assists upper class students by appointment and collaborates closely with the Associate Deans, Chairs, Directors, and full time Advising staff. SoAD sophomores are then assigned to specific SoAD advisors in their specific degree program and distributed according to their academic year.
https://www.nyit.edu/advising/aec_student_resources

• The Learning Center – The Learning Center helps students meet their academic goals by providing free tutoring in a variety of academic and skill building subjects both in-person and online.
https://www.nyit.edu/student_resources/learning_center

• Supplemental Instruction assists students through challenging courses and complex subject matter and applications.
https://www.nyit.edu/academics/academic-success/supplemental-instruction/

• Achieving Collegiate Excellence (ACE) is designed to provide academic support to eligible undergraduate students who need to raise their cumulative GPA in order to meet scholarship requirements.
https://www.nyit.edu/academics/academic-success/achieving-collegiate-excellence/

• 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 receiving access to Smart Thinking. Students may request a tutor or a peer tutor via the Learning Center website link listed above and below.
https://www.nyit.edu/academics/academic-success/tutoring/learning-center/

• 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.
https://site.nyit.edu/student_resources/writing_center
• Mathematics Resource Center - provides free help with all math courses, including placement assistance, exam preparation, and background information. Set up to deal with skill development and math anxiety.
https://www.nyit.edu/student_resources/math_resource_center

Career Guidance
New York Tech offers students a number of career counseling resources through the Office of Career Services. (https://www.nyit.edu/academics/academic-success/career-success-and-experiential-education/?utm_source=nyitsearch&utm_medium=link&utm_campaign=keymatch%20&utm_term=career%20services)
Students meet with career advisors who assist them in examining their own career aspirations and go on to help in the consideration of career choices. Continued outreach efforts keep students connected to career advising and evaluation tasks. Workshops targeting activities relevant to their career opportunities and related to their field of study are offered focusing attention to particular activities and skills needed in a future job search. Employer guest speakers visit the campus at on-site company visits and career fairs 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 and an active connection with SoAD Friends and Alumni are also 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 hosts 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 on Handshake for review by professional NYIT Career Counselors while employers are encouraged to post also here their open positions. This is where our students, alumni and employers are encouraged to visit first to post and view resumes and search for jobs by their majors: https://site.nyit.edu/career_services/handshake

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 TV: Research career areas
• O*Net: Career requirements, skills
• Uniworld: Overseas opportunities
• Wakefield's Startup Job Resources: Demystifies the startup job search
• The Campus Career Coach: Practical advice
• Career Resource Guides

Professional Opportunities
NYIT benefits from our extensive alumni networks as more licensed architects in the State of New York are graduates of NYIT than of any other School of Architecture (NYSED). The School of Architecture and Design regularly educates students about the numerous professional opportunities and career paths available including internships and licensure. This information is delivered through guest lecturers and class visits by representatives of professional organizations (NCARB, AIA, ENYNA, IFMA, CMAA, IIDA, USGBC etc.), firm visits (BIG, Morphosis, OMA, Ted Moudis, HLW, RAMSA, Gensler, AECOM, H2M, Smiros and Smiros, JRS, Perkins Eastman, HOK Bentel and Bentel, Verderame Associates, John DiDomenico, Kohn, Pederson and Fox, SOM, etc.), career services events and lectures (alumni panelists, career fairs, portfolio reviews, in-class resume, and LinkedIn boot camps, etc.). The transition from AXP through licensure is addressed in professional practice classes (ARCH 481-B.Arch and Arch 880- M.Arch), through alumni talks, NCARB lectures and the AXP coordinator. The NYIT sLAB program and student groups such as AIAS and Freedom by Design also explore and highlight professional opportunities.

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 students to maintain school-wide representation in the professional association and to ensure continuity from year to year. Student members demonstrating leadership potential rotate offices and activities to suit their schedules and strengths via annual chapter elections. AIAS activity since last accreditation visit has ranged from volunteer work at Open Houses, the organization of workshops on design software and tutoring, an opening semester welcome picnic, movie and game nights, etc.. The SoAD Manhattan and Old Westbury student chapter groups regularly attend the AIAS national convention and organize field trips every semester and contribute to the improvement of the School via its leadership role in the Student Affairs Committee. 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 were also invited to a few AIA dinner meetings during the year to meet with local practitioners. Students are also referred to the AIAS groups by their advisors and the AEC website for information and peer mentoring. The AIAS Peer Mentoring program supports in having a successful first year at New York Tech by connecting freshmen with an upperclassman Peer Mentor in their major.

The longstanding National Organization of Minority Architects Student chapter (NOMAS) serves the SoAD students. The School's Long Island NOMAS chapter was founded in 2021 and the group nominated Department Chair Professor Trudy Brens (former B.F.A.ID Director) to advise this group. NOMAS has organized Lectures and Symposia on the topic of diversity and inclusion in the profession, inviting renowned guests and promoting an open and productive dialogue on sensitive topics.

The SoAD Student Affairs Committee was founded in 2018 as the primary student-centered forum that mentors and advocates for student inclusion, representation, diversity and equitable studio culture, student leadership, achievement, and professional development. It also integrates participation of the school's three professional student organizations, the AIAS, NOMAS, and IDSA (the Interior Designers Student Association at its monthly Meetings). Here SoAD students at large can receive updates, information and membership requirements related to professional preparation and opportunities for job and career.

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.

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.

More information about Career Development information can be found here:
https://www.nyit.edu/architecture/accreditation
www.nyit.edu/career_services/
www.NCARB.org
www.aia.org
www.aias.org
https://www.aias.org/chapter/new-york-institute-technology-manhattan/
https://www.aias.org/chapter/new-york-institute-technology-old-westbury/
https://www.noma.net/nomas-chapters-alphabetical-list/
www.acsa-arch.org

School of Architecture and Design - Student Graduation Awards

New York Tech School of Architecture and Design B.Arch program presents the following students' achievement awards at the school commencement ceremony:

John J. Theobald Graduate Achievement Award in Architecture/Urban and Regional Design- *(conferred upon a deserving student in the Master's Program and is based on scholarship and outstanding contribution to the college and/or the outside community)*
John J. Theobald Graduate Achievement Award in Architecture in Master of Architecture - (conferred upon a deserving student in the Master's Program and is based on scholarship and outstanding contribution to the college and/or the outside community
American Institute of Architects Henry Adams Medal - (a medal of achievement awarded to an outstanding Architecture student)
Gold Certificate for Achievement in Architecture, B.Arch - awarded by the Architecture faculty to the graduate who has achieved a high scholastic record in the Bachelor of Architecture 5 year program.
Gold Certificate for Achievement in Architectural Technology, Long Island - awarded by the Architecture faculty to the graduate who has achieved a high scholastic record in Architecture Technology at the Old Westbury Campus.
Gold Certificate for Achievement in Architectural Technology, New York - awarded by the Architecture faculty to the graduate who has achieved a high scholastic record in Architectural Technology at the Manhattan Campus.
Gold Certificate for Achievement, MS.AUD - awarded by the Architecture faculty to the graduate who has achieved a high scholastic record in Master of Science, Architecture and Urban Design
Gold Certificate for Architectural Design, B.Arch - awarded by the Architecture Faculty Design Committee to the most deserving graduating 5 year student in Architecture, based on the 5 year exhaustive review process and academic excellence.
Silver Certificate for Achievement in Architecture, B.Arch - awarded by the Architecture faculty to a graduate who has achieved a high scholastic average in the Bachelor of Architecture, 5 year program.
Silver Certificate for Achievement in Architectural Technology, Long Island - awarded by the Architecture faculty to the graduate who has achieved a high scholastic record in the Architectural Technology program at the Old Westbury Campus.
Silver Certificate for Achievement in Architectural Technology, New York City - awarded by the Architecture faculty to the graduate who has achieved a high scholastic record in the Architectural Technology program at the Manhattan Campus.
Silver Certificate for Architectural Design, B.Arch - 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 and Design and to other students in friendship, assistance and constructive attitude.
Alpha Rho Chi Medal - awarded to a graduating senior for leadership, willing service to the College and promise of professional merit through attitude and personality.
Aly S. Dadras Academic Excellence Award - awarded to an international Bachelor of Science Architectural Technology student graduating with the highest GPA in the class.
Gina Pisano Ricci Award – Architecture - presented to the woman graduate of the School of Architecture and Design who has shown outstanding ability and leadership, willingness to serve and the promise of professional achievement.
Gina Pisano Ricci Award - Interior Design - presented to the woman graduate of the School of Architecture and Design who has - shown outstanding ability and leadership, willingness to serve and the promise of professional achievement.
Dean's Award for Excellence, Architecture, Long Island - awarded by the Dean of the School of Architecture and Design to a graduating student who has achieved excellence in the Architecture Program.
Dean's Award for Excellence, Manhattan - awarded by the Dean of the School of Architecture and Design to a graduating student who has achieved excellence in the Architecture Program.
Dean's Award for Excellence, Interior Design - awarded by the Dean of the School of Architecture and Design to a graduating student who has achieved excellence in the Interior Design Program.

Dean's Award for Excellence in Sustainable Design Graduate Programs, M.Arch - awarded by the Dean of the School of Architecture and Design to a graduating student who has achieved excellence in the Master of Architecture Program
Dean's Award for Excellence, Graduate Programs, MS.AUD - awarded by the Dean of the School of Architecture and Design to a graduating student who has achieved excellence in the Graduate Program
Special Faculty Award for Service and Involvement, Long Island - awarded by the faculty to graduating student who has generously served the student body and thereby improved the quality of life within the School of Architecture and Design at the Old Westbury Campus.
Special Faculty Award for Service and Involvement, New York City - awarded by the faculty to a graduating student who has generously served the student body and thereby improved the quality of life within the School of Architecture and Design at the Manhattan Campus.
Special Faculty Award for Service and Involvement, Interior Design - awarded by the faculty to a graduating student who has generously served the student body and thereby improved the quality of life within the School of Architecture and Design at the Manhattan Campus.
Special Faculty Award for Service and Involvement, M.Arch - awarded by the faculty to a graduating student who has generously served the student body and thereby improved the quality of life within the School of Architecture and Design at the Manhattan Campus.
Special Faculty Award for Service and Involvement, MS.AUD - awarded by the faculty to a graduating student who has generously served the student body and thereby improved the quality of life within the School of Architecture and Design at the Manhattan Campus.
Arthur J. Pettorino Memorial Award - presented to a graduating student in the Architectural Technology program, selected by the faculty, in recognition of outstanding achievement in the study of Architectural Technology.
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.
Architecture Chair’s Award, New York - awarded by the Chairs in the School of Architecture and Design to a graduate who has achieved distinction in Architectural Design.
Architecture Chair’s Award, Long Island - awarded by the Chairs in the School of Architecture and Design to a graduate who has achieved distinction in Architectural Design.
Michael T. Berthold Energy Conservation Award - awarded to a graduating senior in the Bachelor of Science in Architectural or Bachelor of Architecture program who has demonstrated ecologically sensitive and environmentally sound designing architecture or community planning.
Interior Design Faculty Award - conferred by the Architecture and Design faculty for excellence in Interior Design.
Interior Design Award - conferred by the Architecture and Interior Design faculty on a graduating senior outstanding achievement in Interior Design.
Special Award for Work with Relevant Social Impact, Long Island - awarded to a graduating student in the Bachelor of Architecture (B.Arch) program in our Long Island Campus whose work focuses and proactively addresses issues regarding social impact, justice, and equity in vulnerable environments
Special Award for Work with Relevant Social Impact, New York City - awarded to a graduating student in the Bachelor of Architecture (B.Arch) program in our New York campus whose work focuses and proactively addresses issues regarding social impact, justice, and equity in vulnerable environments
Digital Arts B.F.A. Faculty Award - conferred by the Digital Art and Design faculty for excellence in Digital Arts
Graphic Design B.F.A. Faculty Award - conferred by the Digital Art and Design faculty for excellence in Graphic Design
Traditional Media B.F.A. Faculty Award - conferred by the Digital Art and Design faculty for excellence in Traditional Media
M.A. in UX/UI Design and Development Faculty Award - conferred by the Digital Art and Design faculty for excellence in the MA Program for UX/UI studies

M.F.A. in Fine Art & Technology Faculty Award - conferred by the Digital Art and Design faculty for excellence in the MFA Program for Fine Art & Technology
M.F.A. in Graphic Design Faculty Award - conferred by the Digital Art and Design faculty for excellence in the MFA Program for Graphic Design
Dean's Award for Excellence, Digital Art and Design - awarded by the Dean of the School of Architecture and Design to a graduating student who has achieved excellence in the Digital Art and Design Program.
Dean's Award for Excellence, Graduate Programs – MFA - awarded by the Dean of the School of Architecture and Design to a graduating student who has achieved excellence in the MFA Program
Dean's Award for Excellence, Graduate Programs - MA in UX/UI - awarded by the Dean of the School of Architecture and Design to a graduating student who has achieved excellence in the MA UX/UI Program
Digital Art and Design Chair's Award, Undergraduate - awarded by the Chair in the Department of Digital Art and Design to a graduate who has achieved distinction in Undergraduate studies
Digital Art and Design Chair's Award, Graduate - awarded by the Chair in the Department of Digital Art and Design to a graduate who has achieved distinction in Graduate studies
Graduate Award for Design Excellence in the areas of Social Equity, Architecture and Urbanism - Awarded to the student who has consistently demonstrated design excellence and the values of social equity in Architecture and Urbanism.
Graduate Award for Excellence in Architectural Design - Awarded to the student who has consistently demonstrated excellence in the integration of advanced technology in design.
Faculty Award for Excellence in Interdisciplinary Research and Design - Awarded to the student who has consistently demonstrated excellence in Interdisciplinary Research and Design.
Gold Certificate for Excellence in Design (M.Arch) - Awarded to the student who has consistently and comprehensively demonstrated excellence in innovative design.
Deans Award for Excellence: Master of Science, Architecture, Computational Technologies (MS.ACT) - awarded by the Dean of the School of Architecture and Design to a graduating student who has achieved excellence in the Master of Science, Architecture, Computational Technologies.
Dean's Award for Excellence: Master of Science, Health and Design (MS.HD) - awarded by the Dean of the School of Architecture and Design to a graduating student who has achieved excellence in the Master of Science, Architecture, Health and Design
Graduate Award for Excellence in Architectural and Urban Design (Master of Science, Architecture, Urban Design (M.S.AUD) - Awarded to the student who has consistently demonstrated excellence in the integration of advanced technology in studies and design at urban and territorial scales.
Special Faculty Award for Service and Involvement (Master of Science, Architecture, Computational Technologies (MS.ACT) - awarded by the faculty to graduating student who has generously served the student body and thereby improved the quality of life within Master of Science, Architecture, Computational Technologies
Special Faculty Award for Service and Involvement (Master of Science, Health and Design (M.S.HD) - awarded by the faculty to graduating student who has generously served the student body and thereby improved the quality of life within Master of Science, Health and Design
American Institute of Architects Henry Adams Certificate - A medal of achievement and a certificate of achievement to outstanding architecture students.
Faculty Thesis Award - Awarded by thesis faculty to students whose performance throughout thesis year was outstanding.
Digital Arts and Design Emerging Technologies Award (Undergraduate) - conferred by the Digital Art and Design faculty for excellence in the exploration of Emerging Technologies for Undergraduate Studies in Digital Art and Design
Digital Arts and Design Emerging Technologies Award (Graduate) - conferred by the Digital Art and Design faculty for excellence in the exploration of Emerging Technologies for Graduate Studies in Digital Art and Design

School of Architecture and Design - Faculty Awards

In 2023 the Dean created for the first time the Faculty Awards category which is also celebrated during the Graduation Ceremony and upon an anonymous voting process among all our faculty. Below the list of Awards:

May 2023 Commencement Awards
Outstanding Adjunct Faculty Award: Adjunct Associate Professor Jeannette Sordi
New Faculty Excellence Award: Associate Professor Hyun-Tae Jung and Assistant Professor Dong-Sei Kim
Distinguished Teaching Award: Associate Professor Giovanni Santamaria
Outstanding Faculty Research Award: Associate Professor Marcella Del Signore
May 2024 Commencement Awards
Outstanding Adjunct Faculty Award: Adjunct Instructor Maria Cumella
New Faculty Excellence Award: Assistant Professor Athina Papadopoulou
Distinguished Teaching Award: Associate Professor Nicholas DeFelice
Outstanding Faculty Research Award: Professor Alessandro Melis

Please find at the link below the list of recently awarded SoAD faculty:
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=296855072#gid=296855072

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 interest 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 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 its individual governing body, which abides by 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.

Other on-campus student organizations include:

Campus Programming Board (LI); First Generation Club; LI Alpha Chi Rho; LI American Institute of Architecture Students; LI American Medical Student Association; LI American Red Cross; LI American Society of Mechanical Engineers; LI Association for Computing Machinery; LI Behavioral Science Club; LI Bengali Student Association; LI Biomedical Engineering Society; LI Black Student Union; LI Chabad Jewish Student Association; LI Chess Club; LI Coptic Club; LI CyberHack Club; LI Delta Epsilon Psi; LI Doctors Without Borders; LI Egyptian Student Union; LI Exercise Science Club; LI Girl Up; LI Hands for Leukemia; LI Health Professions Club; LI Institute of Electrical and Electronic

Engineers; LI InterVarsity Christian Fellowship; LI Kappa Phi Gamma; LI LatinX Student Union; LI Muslim Student Association; LI National Organization of Minority Architecture Students; LI National Society of Black Engineers; LI New York Tech Punjabi Club; LI NYIT Nashaa; LI Pakistani Student Association; LI Pocket Change; LI PreSOMA; LI Project Sunshine; LI Sigma Iota Alpha; LI Sigma Sigma Rho; LI Society of Automotive Engineers; LI Society of Hispanic Professional Engineers; LI Society of Photographers and Videographers; LI South Asian Student Association; LI Student Government Association (SGA); LI Tau Kappa Epsilon; LI World of Business; Middle Eastern Relief Club; NYC African Student Alliance (ASA); NYC American Medical Student Association (AMSA); NYC Association for Computing Machinery (ACM); NYC Behavioral Science Club; NYC Biomedical Engineering Society (BMES); NYC Black Student Union; NYC Campus Activities Board (CAB); NYC Caucus of Designing Games in Emerging Technology (DGET); NYC Chess Club; NYC Cybersecurity Club; NYC Data Science Club; NYC Health Professions Club; NYC Hillel at New York Tech; NYC IEEE; NYC Interior Design Student Association; NYC Kosmic Dance Team; NYC Latinx Student Union; NYC Leisure Inclusive Fun Experiences (L.I.F.E); NYC Marketing Club; NYC Model United Nations; NYC Music Cubs; NYC Muslim Student Association; NYC National Organization of Minority Architects (NOMAS); NYC National Society of Black Engineers (NSBE); NYC Photo Gallery Club; NYC Pride Alliance; NYC Roots; NYC Run Club; NYC Society of Hispanic Professional Engineers (SHPE); NYC Society of Women Engineers; NYC South Asian Student Association; NYC Student Government Association (SGA); NYC The American Institute of Architecture Students; NYC UX/UI Design Innovators; NYC Women Empowerment; NYC/LI Graduate Student Association; NYIT Pre-Dental Society; Student Veteran Organization (SVO); LI SunSmart Initiative.

Counseling and Wellness

The School's Associate Deans, Chairs, Directors and full time Advisors work in close collaboration with the Associate Provost for Student Affairs, and the Dean of Students to identify, engage and address student health and wellness issues to focus on individual students. This task advising task force is on call to address individual and group health and wellness issues as they arise and to involve the Counseling and Wellness center and other professional and personal resources as required. Students can also directly access the Counseling and Wellness staff via a website link (see below). The C&W office offers a free, brief, confidential, screening questionnaire to assist students in determining the best course of action for their current personal health issues and circumstances. This screening assists students in distinguishing the differences between personal issues that they can resolve on their own and ones they will need resources and assistance to resolve effectively. C&W staff are available to meet and discuss best options for addressing health and wellness issues.

During COVID-19 restrictions access to counseling services were offered remotely through Zoom call/video chat. Students can reach out to a counselor via email to set up a video chat. Students can also easily sign up for Group Counseling to help with anxiety and stress. Once students sign up a Zoom link is sent to communicate directly. Students with questions can also email mschne01@nyit.edu**.**

The Counseling and Wellness office also provides:

1. Accessibility Services: https://www.nyit.edu/administrative_offices/accessibility_services
2. Faculty and Staff Resources: https://www.nyit.edu/administrative_offices/faculty_staff_resources
3. Health Insurance information and access: https://www.nyit.edu/administrative_offices/health_insurance
4. Student Immunization requirements and procedures: https://www.nyit.edu/administrative_offices/immunization_policy
5. Sensus Access allowing students to translate documents to alternate media including audio books and digital braille: https://www.nyit.edu/administrative_offices/sensusaccess

More info and details on Counselling and Wellness is also at the link below:
https://www.nyit.edu/student-life/counseling-and-wellness/
and
https://www.nyit.edu/student-life/counseling-and-wellness/meet-the-counselors/.

5.5 Social Equity, Diversity, and Inclusion

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

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

Program Response:

"New York Institute of Technology ranks first in the nation for its diverse student body, according to analysis conducted by 24/7 Wall St., a financial news and opinion company, and reported in *USA Today* and dozens of other news outlets across the country."
https://www.usnews.com/education/best-colleges/slideshows/see-the-most-diverse-national-universities?slide=32
https://site.nyit.edu/about/rankings_headlines

NYIT is also among the 2% of U.S. colleges for return on investment (ROI) for low income students (Georgetown University Center on Education and Workforce), # 5 as Best Colleges for Veterans and # 15 as Best Regional universities in the North (U.S. News and World Report Best College Rankings). NYIT is also ranked # 7 for the highest student mobility rates among four-year private, nonprofit Institutions. 37% of students who come from families with household incomes in the BOTTOM 20% jumped to the TOP 20% of earners.

In the School of Architecture and Design, we are proud of these distinctions and make every effort to maintain our culture of inclusivity, diversity, and success being Top 5% Highest-Paid General Architecture Graduates (College Factual 2020), and # 11 Most Hired From Architecture School (Design Intelligence 2020).

At New York Institute of Technology, diversity is represented by a mosaic of unique individuals from a variety of racial, ethnic, religious, gender, gender presentation, sexuality, geographic, cultural, age, abilities, and socioeconomic groups. Each individual brings unique intellectual, artistic, and creative gifts to create a rich, vibrant campus community. New York Institute of Technology recognizes the strength that stems from diverse perspectives, values, ideas, backgrounds, styles, approaches, experiences, and beliefs. We aspire to continue to grow as a place that always welcomes and encourages individuals of all backgrounds to contribute to and be part of the university culture.

In support of these principles and goals, New York Tech established the Diversity, Equity, and Inclusivity (DEI) Task Force in February 2018 with a mission to develop strategies that advance the Institution's efforts to welcome diversity, foster equity, and promote a culture of inclusion that offers all community members access to a meaningful teaching, learning, and working environment. The DEI members are ambassadors and allies and should be sought out for support. SoAD Dean Perbellini, Professor Farzana Gandhi and student Christelle Gerdes served on the all-Institute Diversity, Equity and Inclusion Task Force, promoting and developing equitable integration of the school's and Institute's policies and initiatives for diversity and fairness protocols. Dean Perbellini is currently part of this Task Force.

NYIT has also established the Office of Equity of Inclusion, headed by Vice President Dr. Brain Harper. One of his first actions was to engage the community in a college-wide survey (Fall 21) of all students on issues of diversity, equity and inclusion. This data will be used to inform actions needed to appropriately inform and move the Institution forward.
For more information and details about the Office of Diversity, Equity, Inclusion, and Belonging please visit the link:
https://site.nyit.edu/administrative_offices/diversity_equity_inclusion_task_force
https://www.nyit.edu/about/offices/access-and-community-engagement/

Human Resources

The School of Architecture and Design is committed to increasing diversity in its students, faculty, and staff, and we have made progress since the last accreditation report. Specifically, through targeted recruiting, we have increased diversity to the point that, for Fall 2024 first-time freshmen, 80% of SoAD self-identifies as non-white with more than 40% self-identifying as Hispanic, and 83% of all first-time freshmen at New York Tech self-identifies as non-white. Within that cohort, however, is room for improvement, as our African-American population remains stubbornly low. Moreover, due to a series of recent retirements and relocations, we have not increased diversity among our full-time faculty. On the other hand, our adjunct faculty is considerably more diverse than it has been in the past. And our staff remains diverse, with 10 out of 15 non-faculty staff positions held by women.

Financial Resources

The Institute has invested significantly in improving accessibility, ranging from teaching support to building renovations. The School of Architecture has done the same. Both the school and the Institute spend substantial amounts of money recruiting under-represented populations. As noted above and in other sections of this document, NYIT ranks well in promoting social and economic mobility among underrepresented groups. Today, that promise takes the form of recruiting and admissions policies that are not only blind to financial position, but proactive in targeting students from communities where a collegiate education previously has been out of reach. NYIT's commitment to equity is demonstrated by 91% of the student body benefiting from some form of financial aid.

For more information and details about Financial Aid, please refer to the link below:
https://www.nyit.edu/admissions/costs-and-aid/financial-aid/

Term Desc	Received Aid	Undergraduate	Graduate	Grand Total
Fall 2019	Received Aid	88.46%	77.78%	87.99%
	Did not Receive Aid	11.54%	22.22%	12.01%
Fall 2020	Received Aid	92.09%	82.50%	91.50%
	Did not Receive Aid	7.91%	17.50%	8.50%
Fall 2021	Received Aid	94.19%	78.43%	92.24%
	Did not Receive Aid	5.81%	21.57%	7.76%
Fall 2022	Received Aid	96.22%	75.00%	92.85%
	Did not Receive Aid	3.78%	25.00%	7.15%
Fall 2023	Received Aid	96.27%	76.92%	93.27%
	Did not Receive Aid	3.73%	23.08%	6.73%

Additional student resources include:

Student Emergency Fund

"New York Tech's **Student Emergency Fund** seeks to assist students who have been impacted financially by unforeseen circumstances during a disaster or crisis. This program provides one-time assistance of up to $500 to New York City and Long Island campus students to address financial challenges that jeopardize their ability to stay in school. Funding is limited, and the Office of the Dean of Students will work diligently to help find solutions to our students' needs."

https://www.nyit.edu/student-life/support/emergency-fund/#:~:text=This%20program%20provides%20one-time,solutions%20to%20our%20students'%20needs

Tech Threads
"Tech Threads provides New York Tech students with free access to new and gently used professional clothing and accessories for interviews, career fairs, networking events, and the workplace, as well as other career-related experiences. It seeks to help students make the best impression possible as they explore and enter the professional world. It removes financial barriers that may prevent students from looking and feeling their best during professional experiences. Our inventory may include suits, dresses, skirts, button-down shirts, dress pants, ties, belts, scarves, jewelry, and other accessories. Clothing and accessories have been donated through the generosity of New York Tech staff, students, faculty, and community members. Items and sizes available will vary due to donations."
https://www.nyit.edu/student-life/support/tech-threads/

Bear Bytes: Heathy Eating and Student Support Program
"New York Institute of Technology's Bear Bytes initiative provides food and other health and wellness resources and information to students at our New York campuses. A collaborative effort among campus partners—New York Tech Campus Dining Services, Student Engagement and Development, School of Management Student Advisory Board, Office of the Bursar, and community resources—Bear Bytes promotes and supports proper nutrition and wellness that are essential to academic success."
https://www.nyit.edu/student-life/support/bear-bytes/

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

Program Response:

While our faculty come from many parts of the world, we recognize that we still have much more to do when it comes to faculty diversity in its fullest sense. A summary of our faculty demographics shows that women and non-White individuals are underrepresented, particularly among the tenured and full-time faculty. As in many schools of architecture this is, in part, we have been working with increasing conviction and clarity to advance the evolution of our culture. It should be noted that NYIT was one of the first schools of architecture to be led by a woman, Judy DeMaio, who was dean of the SoAD from 2001 to 2016, and was then succeeded by our current Dean, Maria Perbellini.
Dean Perbellini strongly articulated our commitment to redress this inequity, primarily in the area of recent fulltime, tenure track, teaching non-tenure, and visiting faculty searches as shown by the data below on new hires. As in many university departments, the modest rate of tenure-track hires has modulated the pace of change, particularly in the last several years, when the school has lost 8 full-time faculty to retirement or relocation and a few of these positions have been already replaced. Since 2016, Dean Perbellini's first year, we have welcomed nineteen new visiting (5 female, 6 non-white), nine full time faculty (1 female, 4 non-white), nine full time faculty current in their tenure track path (5 female, 3 non-white), and three full time non-tenure teaching faculty (1 female, 2 non-white). Among the total number of current SoAD part time and full time faculty almost 40% of are women, 89 White, 23 Asian, 15 Hispanic or Latino of any race, 1 American Indian or Alaskan Native, 2 Black or African American, 4 Two or More Races (full time: 27 White, 7 Asian, 5 Hispanic or Latino of any race, 1 Two or More Races; part time: 62 White, 16 Asian, 1 American Indian or Alaskan Native, 2 Black or African American, 10 Hispanic or Latino of any race, 3 Two or More Races). All the school's recent advertisements for full-time faculty positions have encouraged applications from women and underrepresented minorities. As noted above, the SoAD values the role of women in strategic leadership positions. MS.AUD Director and tenured faculty Marcella Del Signore, B.F.A.ID Chair Florencia Vetcher, and Architecture Department Chair Trudy Brens are women and the last two are also Latina, administering our prominent graduate and undergraduate programs. Further, seven of the sixteen Curriculum Coordinators are women.

The SoAD staff is diverse as eight of the twelve full time non-teaching staff are women. Our student body is extremely diverse. The recent Fall 2024 statistics illustrate more than 72% of SoAD students self-identify as nonwhite (even higher if international students from non-European countries are included).

The School is proud of these numbers, while is also working on the disparity between student and faculty demographics that has been addressed also through the Dean's equity action policy for new hires. In spring 2022 Trudy Brens, Chair of our Architecture Programs became Chair of the task force assigned by the Dean to outline a new SoAD DEIB (Diversity, Equity, Inclusion & Belonging) initiative to address faculty, student and staff diversity, equity and inclusion goals. These efforts align with the Institute's Office of DEIB in which Dean Perbellini, and SoAD students serve.

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

Program Response:

With more than 68% of the school's 2020 domestic undergraduate students now self-identifying as non-white, we are clearly one of the most diverse and inclusive architecture schools in the country (the 24/7 Wall St. by USA Today defined New York Tech the #1 most diverse student body in the US with 28% first generation undergraduate students; Georgetown University Center on Education and Workforce ranked New York Tech top 2% of US colleges for return on investment for low income students; U.S. News & World Report 2025 Best Colleges rankings listed New York Tech #5 among the Best Colleges for Veterans among Regional Universities- North). These achievements are the result of the Institute's time-honored recruiting strategy that shows increasing results and reflects the New York Tristate region's inherent multicultural and international population and culture. Second—and directly related to NYIT's legacy of seeking out students for whom higher education is often seen as unobtainable—the college recruits high school students from diverse minority communities. This is also reflected in the SoAD ideological and pedagogical approaches. Our efforts to expand minority student presence now starts even earlier than high school and college recruiting. Working with our new National Organization of Minority Architecture Students (NOMAS) student chapter, and others, we are working on partnerships for broader outreach and recruiting to minority communities. Our growing participation and recruitment with the ACE mentorship program for teens (girls and boys), introduces a large number of minority students to careers in architecture and engineering, and facilitates their application to our SoAD programs.

Associate Deans Giovanni Santamaria and Anthony Caradonna, Architecture Chairs Trudy Brens and Dongsei Kim, Digital Art and Design Chair Kevin Park, B.F.A.ID Chair Florencia Vetcher, and all the Program Directors have run annual campaigns with local high schools with minority populations, with the assistance of the Career Success and Experiential Education Senior Director Amy Bravo, to recruit and educate young people about how and why a design education can make a difference in their lives, and the lives of their families, friends, and neighbors. Internally, the

School has built inclusion via the Student Affairs Committee, the Open Mentoring Sessions to all students each semester to share and inspire by creating an environment where all our students embrace and respect diversity, multiculturalism, individuality and freedom, and where they all feel, listened to, understood, supported, and engaged within a culture of mutual care. To that end, SoAD truly believes in and assists its NOMAS, AIAS and IDSA chapters. The Dean works closely with its officers to develop and support programs and participates in monthly SAC meetings while also promoting also collaborative curricular and extracurricular activities that foster such a culture of inclusivity and belonging. Over the last several years, the NOMAS chapter has expanded and grown. Last year, NOMAS sponsored its own lectures, supported financially and administratively by the Dean's office. Students also serve on the Institute's Diversity, Equity and Inclusion Task Force, which helps advise on policies that can better support minority students, faculty and communities.

SoAD will continue to work closely with students, faculty, and staff to build a more inclusive environment. The School's Lecture and Events Committee and the yearly topics also address issues of inclusion and diversity directly, inviting an array of speakers from under-represented communities. It also schedules lectures and events dedicated specifically to the representation of women and several kinds of minorities in the profession. The topic of the AY2024-25 SoAD Lecture Series is 'World Un/Designed. Unscripted, Atypical, Unnatural, & Uncontrolled" with a special focus on Atypical Architectures and Design for Diverse Abilities.

The school's annual and proactive curriculum review has made broad changes in the critical history theory and design studio course content to integrate and address multicultural contexts and critical positions. As part of the 2020 NAAB IPR report, the graduate and undergraduate programs' history theory courses completed thorough reviews and revisions of the overall graduate and undergraduate history-theory curriculum which led to the newly titled Global History and Theory of Architecture courses (ARCH 160-161-162/661-662) to include global and multicultural frameworks and content. The school continues in its proactive self-assessment of the advanced history theory courses ARCH 361-362 and new Thesis Research course to address multicultural and global perspectives and reexamine current relevant discourse and production in the field. This continuous assessment and revision process integrate multiculturalism, equity, accessibility, and inclusion as underlying principles of curriculum review to build cultural diversity and belonging in different forms across all the courses. The school's annual syllabus review develops undergraduate fourth year and thesis design studio options for incorporating multicultural, diverse sources, contexts and communities oriented, theories and points of view to engage meaningful equitable practices, informed by relevant research, that extend, via project reviews and lectures, to all SoAD curricula and programs.

Diversity in Student Clubs: NYIT encourages diverse perspectives and sponsors clubs including the Calvary Christian Fellowship, Circolo Italiano, Gay Straight Alliance, 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 SoAD has visiting professors and faculty from Argentina, Canada, Mexico, China, Cuba, France, Germany, Greece, Italy, South Korea, New Zealand, Spain, Sweden, and the United Kingdom. The diversity of New York city and its complexity also add much value to our program.

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

Program Response:

The New York Tech's policies regarding Equal Employment Opportunity and Affirmative Action are contained on the NYIT Policies and Guidelines pages available online:
https://site.nyit.edu/policies/?utm_source=nyitsearch&utm_medium=link&utm_campaign=keymatch&utm_term=faculty%20handbook

The Affirmative Action statement can be found at this link:
https://www.nyit.edu/policies/affirmative_action

It is the policy of New York Institute of Technology to be an equal opportunity employer and to comply voluntarily with the concepts and practices of affirmative action. In keeping with this policy, it is New York Tech's objective to recruit, hire, train and promote into all job levels the most qualified applicants without regard to race, color, creed/religion, ethnicity, sex/gender, age, national origin, genetic information, citizenship status, marital status, sexual orientation, disability (where otherwise qualified), veteran status or any other legally protected status. All such decisions will be made in accordance with established personnel policies and by utilizing objective standards based on the individual's qualifications as they relate to the particular job vacancy.
The Office of Human Resources is charged with the responsibility for coordinating and monitoring the implementation of all components of Equal Employment Opportunity and Affirmative Action compliance throughout the College.

The Statement on Non-Discrimination
New York Institute of Technology does not discriminate in admissions, access to, operation of, treatment or employment in its programs and activities on the basis of race, color, national origin, religion, creed, ethnicity, disability, age, marital status, sex, gender, gender identity or expression, sexual orientation, veteran status, reproductive health decisions, or any other legally protected status.
https://www.nyit.edu/about/statement_on_non_discrimination

Title IX of the Educational Amendments of 1972 prohibits New York Institute of Technology from discriminating on the basis of sex or gender in its education programs and activities. The following person has been designated to handle inquiries regarding this non-discrimination statement or inquiries regarding Title IX or Section 504 of the Rehabilitation Act of 1973, including the reporting of complaints under such sections.
https://site.nyit.edu/about/title_ix

Melissa D. Wallace, Esq.
Equity Officer and Title IX Coordinator
New York Institute of Technology
Tower House, Room 106
Old Westbury, NY 11568
516.686.1080; Melissa.Wallace@nyit.edu or titleix@nyit.edu

NYIT 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's 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.

University policies on grievances related to harassment and discrimination are in found in the NYIT Policies and Guidelines pages available online:
https://www.nyit.edu/policies/?utm_source=nyitsearch&utm_medium=link&utm_campaign=keymatch&utm_term=faculty%20handbook

The NYIT faculty and student handbooks are incorporated into the policies listed above. Student issues are monitored and acted upon by the Associate Provost of Student Affairs and the Dean of Students. Faculty issues are referred, through grievance procedures of the handbook and via the AAUP, to the Provost's office for review.
The SoAD Teaching and Learning Studio Culture policy and behavioral protocols, included in all the syllabi and reiterated in open presentation at the beginning of each semester, also aim to foster, a culture of care, mutual respect and understanding, collegiality, social equity, diversity, and inclusion in the everyday lives of our students, faculty and staff.

The school scrupulously follows all Institute EEO/AA policies as a matter of course, and all hiring plans and activities are discussed in advance with both the Human Resources, Academic Affairs and the Institute's legal counsel. Additional inclusion initiatives have been discussed above.

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

Program Response:

Accommodation Policy for Student with Disability
New York Institute of Technology and SoAD actively support all of our students in the pursuit of their academic and career goals, including those who identify as differently abled. We adhere to the requirements of the Americans with Disabilities Act of 1990 and the rehabilitation Act of 1973, Section 504.
"It is the policy of New York Tech to provide reasonable accommodations for students who are otherwise qualified but have disabilities, in accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973. Such disabilities may include learning disabilities, health impairments, and other documented disabling conditions. Possible accommodations include, but are not limited to, testing modifications, class relocation, and possible assistance in acquisition of necessary equipment. Admission requirements for students with disabilities are the same as for all other students."
More info and details about Accommodation Policy for Students with Disabilities are also at the link below:
https://site.nyit.edu/policies/accommodation_policy_for_students_with_disabilities_us_campuses

Accessibility Service
"New York Institute of Technology adheres to the requirements of the Americans with Disabilities Act of 1990 and the rehabilitation Act of 1973, Section 504. In addition to monitoring compliance with the Americans with Disabilities Act (ADA) and other applicable laws, the **Office of Accessibility Services** actively supports students in the pursuit of their academic and career goals. All services pertaining to students with disabilities are coordinated by this office and are meant to foster a barrier-free academic environment."
More info and details about Accessibility Service are also at the link below:
https://www.nyit.edu/student-life/counseling-and-wellness/accessibility-services/

Community Mental Health Resources
"New York Institute of Technology adheres to the requirements of the Americans with Disabilities Act of 1990 and the rehabilitation Act of 1973, Section 504. In addition to monitoring compliance with the Americans with Disabilities Act (ADA) and other applicable laws, the **Office of Accessibility Services** actively supports students in the pursuit of their academic and career goals. All services pertaining to students with disabilities are coordinated by this office and are meant to foster a barrier-free academic environment."
More info and details about Community Mental Health Resources are also at the link below:
https://www.nyit.edu/student-life/counseling-and-wellness/accessibility-services/

The Institute's Counseling and Wellness Center offers programs and support, and the university does not distinguish between physical and mental health in terms of providing support. Their licensed professional counselors assist students to develop the resources and practical strategies to enjoy the social and academic success they deserve. All on-campus counseling services are confidential and free of charge. In certain cases, NYIT staff may make a referral to an outside provider, where fees may apply. Confidentiality is protected within the boundaries of the client/counselor relationship. Rare exceptions to confidentiality exist only if a counselor has reason to believe there is imminent danger to oneself or to others.

Whether it is providing physical or mental health services, the Institute attempts to address the needs of its constituent groups. The SoAD, like all other academic units, is the beneficiary of these programs and thus does not need to provide additional major services. Both the School and the Institute have continued to provide and maintain physical access. Nearly all major university buildings now have powered door entries and, where needed, ramps, lifts, or elevators. All parking lots are accessible.

In order to receive accommodations, students must go through the Counseling and Wellness. The Office of Accessibility Services assists with referrals and support services, as well as sponsors activities to increase opportunities for employment, academic success, disability awareness, and knowledge of disability-related issues. Students wishing to receive accommodations, referrals and other services are encouraged to contact the Office of Accessibility Services as early in the semester as possible although requests can be made throughout the academic year.

Counseling and Wellness

On **Long Island** students contact Helene Schorr, Assistant Director of Accessibility Services, NYIT Counseling & Wellness - Student Activity Center, Room 307; 516.686.4934; hschorr@nyit.edu

In **New York City** students contact Emily Rakers, Assistant Director of Accessibility Services, NYIT Counseling & Wellness 33 W. 60th St., Room 336; 646.290.6126; erakers@nyit.edu

Further, accessibility is taught in nearly every studio after the first year, and is a specific criterion for our comprehensive design studios in the B.Arch 3rd and 4th year and M.Arch 700-level coursework and above. Issues of accessibility integrate a more inclusive definition of "community" in societal and architectural terms, and how it may be addressed through both design and policy. Our new Master of Science in Health and Design offers the opportunity to lead in researching new paradigms of holistic wellness, wellbeing, community, environments and design agency to facilitate fundamental human accessibility. The SoAD strives to be a leader in this area in its new M.Arch, MS.HD, B.F.A.ID, Digital Art & Design, and B.Arch programs which espouse this holistic approach to inclusivity and universal access. The Student Affairs Committee was created in 2018 to offer a holistic approach to respectful supportive community and individual inclusion.
https://www.nyit.edu/student-life/counseling-and-wellness/

5.6 Physical Resources

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

5.6.1 Space to support and encourage studio-based learning.

Program Response:

NYIT's School of Architecture and Design has the unique opportunity to teach almost entirely in spaces that provide open plan, flexible, adaptable multi-use, loft style spaces on both campuses. These spaces provide ample floor areas for designated studio spaces to accommodate single and multiple cohorts to work at individual and shared workstations. These facilities also allow for spontaneous group and collaborative learning and working in spaces dedicated exclusively to the SoAD community and classes facilitating dynamic exchange and interaction crucial to foster creativity. Studios are spacious and daylit, equipped with durable, lightweight, movable work surfaces and seating that can be easily and flexibly rearranged. Studio spaces also include movable partitions for privacy, pinups and presentations as well as open storage shelving units. All of the school's studio facilities are equipped with wireless communication technology, and access to a variety of advanced digital modeling, rendering, and architecture and visualization software, that allow remote printing, plotting and fabrication lab machine processing. "Hybrid" classrooms are facilitated by flexible scheduling, and Zoom and Miro software which further expand hybrid, remote and digital design capacity in every studio as needed. The School's required laptop policy ensures that students and faculty are equipped and empowered to teach, learn and work 'without borders' within and beyond the physical boundaries of the NYIT campus.

The SoAD required laptop policy allowed it to address the restrictions of the COVID-19 pandemic and continue its academic operations without interruption. The laptop teaching and learning tool facilitates collaborative work on shared file, crucial in some of the classes, besides guaranteeing an agile student and faculty file transfers to Fab Labs, Robotic Labs, Material Labs, and Plot Shops on both campuses, providing the commuter-based student body and faculty with fundamental and advanced design studio resources to conduct high quality teaching and learning face to face and remotely. Plans of the School of Architecture and Design's facilities are located in the Addendum at the end of this document.
More details about SoAD Laptop Policy at: https://www.nyit.edu/architecture/architecture_laptop_policy

For more information and details about SoAD Space Resources, please see the document at the link below:
Instructional
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=969840243#gid=969840243
Offices
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=1677189864#gid=1677189864

STUDIOS

New York City - NYC Campus
NYIT's main building In New York City, also known as the **Edward Giuliano Global Center (EGGC)** at 1855 Broadway, purchased in 1976 provides ample flexible spaces for classes, studios, office spaces, library, laboratories, gathering, pin-ups, group meetings, reviews, public lectures, performances, exhibitions, and other key events. Adjacent NYIT buildings part of the city campus can also be reserved for use by all Institute programs for curricular and extracurricular activities. More historical details on NYIT at: https://site.nyit.edu/about/history
The facilities described below are also shared by all School of Architecture and Design faculty, staff, and students of all School's programs.

The physical resources dedicated to the B.Arch program include the Undergraduate Open Studio spaces on the 5th also shared with the Interior Design program, and 10th floor of EGGC mostly dedicated to senior and Thesis students also shared with the M.Arch Program, along with the gallery/lecture space on the 11th floor of the same building which is a generous space for gathering, that is also used for pin ups, group meetings, reviews, public lectures,

exhibitions, and other key events. The shared studio spaces between programs are all provided with built-in or movable media resources, foster horizontal integration and shared curricula especially in the first year between B.Arch and Interior design, while also guarantees vertical integration between graduate and undergraduate studio work.
The physical resources dedicated to the M.Arch program include the Graduate Studio EGGC 1119 and the adjacent 11th floor flexible gallery/lecture space. The M.Arch program also shares studio spaces used by the school's graduate and undergraduate programs on the 10th and 6th floors.

The MS.AUD program is located in room 1120 of EGGC, while room 602, serves specifically the MS.ACT and MS.HD graduate programs. These programs also share additional Undergraduate studio spaces as needed. All programs share on the 10th floor of the same EGGC building the Fabrication Lab (rebuilt in 2017), the Robotic Lab (created in 2024), and the Plot Shop, along with the 3rd and 5th floor computer labs, and the 2nd and 3rd floors library and dedicated group-work rooms (with technology for remote connection), the street level lounge on Broadway with a storefront exhibition space and the connection to the space of the cafeteria. These resources support the School's dynamic, integrative, and 'borderless' studio learning model enabled by the required laptop policy. The School's integration of the Department of Digital Art and Design, located on the 9th and part of the 10th floor of 16W 61st Street, further expands the school's studio and classroom square footage, at this highly valued and strategic New York City location. Advanced Technology Lab such as the HIVE, the Emerging Technology Research Space, the Game Design and Virtual Production spaces at this same location, even though part of the specific academic offer of the Digital Art and Design program, are also available to all the students and faculty of the School of Architecture and Design and integrated within the pedagogy of our Undergraduate and Graduate courses. The fifth-floor studio in the same building includes shared workstations for all first, second- and third-year students. Several additional classrooms (up to 20) are also regularly reserved each semester for seminars and non- studio architecture courses part of the School of Architecture and Design degree across NYIT's New York City campus.

Long Island – LI Campus
Opening its doors to students in 1964 and comprising hundreds of wooded and landscaped acres, the Long Island campus is developed around the nucleus of the former C. V. Whitney estate and includes several other former North Shore estates. Education Hall is situated at the southern end of the Long Island campus and is the main dedicated SoAD building on campus accommodating nearly all of the school's courses. This allows Ed Hall to serve as the center of the school's closely woven, shared community and supportive studio culture.

The 543-foot-long structure of **Education Hall** was the former stable of the Whitney estate and was converted for studio and classroom use in 1966, while the most recent major renovation work has involved its roof (2024). The School of Architecture and Design occupies approximately 51,000 s.f., housing the Long Island portion of the School's administrative offices, faculty offices, the art and architecture and resource library, studios, classrooms, a central gallery space, computer labs, exhibit space, fabrication labs (expanded and renovated in 2022) the materials and lighting innovation labs, a lounge space, and a cafeteria. The building contains design studios of varying sizes and configurations along with Undergraduate Open Studio spaces on the 2nd floor. All students enjoy dedicated workstations. Fifth year B.Arch students' studio space is located in the newly renovated 2nd floor Thesis Studio room 223. Studios also function as flexible teaching spaces and are provided with built-in or movable media resources as well as the ability to accommodate more extensive and/or specialized media resources.

Midge Karr Hall, Education Hall's closest neighboring learning facility in Long Island, this building became part of SoAD in 2021 with the integration of the Department of Digital Art and Design. The DAD building previously hosted also the SoAD Interior Design program. SoAD programs will continue to share and use Midge Karr for studios, teaching spaces, and labs as they have been in the past.

Entry doors to all SoAD buildings on both campuses are equipped to comply with all life safety and universal access requirements. All restrooms and shared areas have been upgraded to conform to ADA and COVID-19 requirements, and the Manhattan campus elevators provide safe access to the several floors in each building.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

NYIT's dual campus structure (NYC and LI) is understood as a fundamental valuable teaching tool and aligns well with the diverse needs of urban and suburban student life, culture, learning and academic setting choices recognizing itself still as a unique and integrated Institution. This also offers remarkable flexibility and has allowed the school and Institute to adapt throughout periods of changing cultural and demographic needs. Within that context, the School of Architecture and Design is fortunate to have access to a wide variety of outstanding teaching resources, spaces, and professional expertise.

CLASSROOMS

In NYC campus, at 1855 Broadway EGGC computer classrooms 501 and 307 are shared among all SoAD programs, while room 602, 1119, and 1120 are classroom spaces mostly assigned to the School's graduate programs as all-purpose studio-seminar room. In the same way, room 1029 and 1026 part of the DAD space at 16W 61st street, are also used as B.Arch and M.Arch studio-seminar rooms. These are all provided with built in or movable media resources. The EGGC 11th-floor all-purpose gallery also functions as a lecture and class room fully equipped with a laptop station, projector, screen and stackable seating for up to 40 people. On the same floor are also Admin and faculty offices.

In LI campus, Education Hall has 15 studio classrooms dedicated to supporting and facilitating didactic and interactive learning. Classrooms 102 and 103 were renovated for the last B.Arch program accreditation with an operable dividing partition for flexible use as one larger or two smaller spaces. As the DAD and Midge Karr Hall have been annexed to the SoAD, Midge Karr Hall continues as the DAD building and provides supplementary classrooms for all SoAD courses in Long Island. Four additional studio classrooms are located in the nearby Midge Karr Hall building.

Exhibition, Lecture, and Project Review Spaces

NYC campus midterm and final reviews are conducted in the 5th, 6th, 10th and 11th floor design studios and the 11th-floor gallery area. When needed, also 7th floor classrooms and 3rd floor library group work rooms are reserved for finals and special meetings. For large lectures, symposia, competitions or special juries, faculty also reserve the multi-purpose/lecture spaces on the eleventh floor of 16 W 61st Street. The lecture space in the corporate headquarters of the Steelcase Corporation, a Columbus Circle neighbor, is also available for special and scheduled presentations and events by appointment. It is a venue that attracts students, faculty, and members of the public to a setting that promotes and supports academic and professional perspectives and exchange.

On the LI campus, midterm and final reviews are conducted in the Education Hall design studios, in the west and east wing corridor display areas, and in the flex spaces adjacent to the cafeteria. Project reviews and special events are also scheduled for the Center Gallery exhibition space and in the rooms 102 and 103, which are equipped with an operable dividing partition for flexible space use. Design and Graduating Thesis exhibitions are held in the Center Gallery space on the first floor and also installed along both walls on the first-floor east wing exhibition corridors. The neighboring Midge Karr Hall has a large and tall exhibition space that can also be used for project reviews and exhibitions.

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 to 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 de Seversky Center can be reserved for large special juries, studio related events. Lectures, events, and exhibitions. The School of Architecture regularly hosts events here (including a portion of its Lecture Series) in the Ballroom, and often also the end of the semester Scala Gala graduation event.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

OFFICE SPACE

The School of Architecture and Design's NYC office space is housed on the 11th floor and 6th floor of EGGC. Five rooms are devoted to faculty offices, containing workstations and shared desks for twelve full-time faculty members. All full-time faculty members are provided with a choice of either a desktop or laptop computer, with individual access to the internet and to student and college-wide data systems. Additional offices house the dean, associate deans and undergraduate chair, the graduate directors and administrative staff offices. The Adjunct faculty office is located in room 912 of the building at 16West 61st street. Offices for student organizations are on the 6th floor. The Interior Design Department Director and Faculty office is also located on the sixth floor in room 605B.

The newly incorporated Department of Digital Art and Design's Graphic Design, Computer Graphics and UX/UI NYC campus programs administrators' and faculty offices are located on the 9th floor in 16 West 61st Street, sharing the floor with the department classrooms and HIVE lab.

In the LI SoAD's campus at Ed Hall, there are a total of eleven rooms devoted to office space for administrators, full-time and adjunct faculty. The Chair and administrative assistants' office of the school is located in Education Hall adjacent to the Center Gallery, directly connected with the office of the Manager of Administrative Operations, and across from the Dean's office (renovated in 2009) located near the main front entrance. The office of the Associate Dean is also located at the entrance to the building. Student organization offices are located on the second floor.

SoAD's Midge Karr Hall in LI continues to provide administrative offices for the Digital Art and Design Department's Graphic Design, Computer Graphics, Product Design, Media Innovation, and UX/UI programs faculty and staff.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

COMPUTER LABS

All the SoAD studio spaces and classrooms in both NYC and LI campus are equipped with built-in or movable podia (laptop or workstation and projector) to integrate multimedia teaching methodologies and hybrid remote connections.

NYC campus, EGGC possesses the following computer facilities: two dedicated computers teaching classrooms EGGC 501 and 307 which are equipped with technology including a ceiling mounted projector. EGGC 501 is equipped with 17 Dell desktop computers, 307 is equipped with 18 Dell desktop computer stations and software that replicate specifications/imaging for the SoAD required student laptops listed below.

LI campus, Education Hall computer labs are used exclusively by the School of Architecture and Design students: a dedicated computer teaching classroom, Room 260 equipped with 19 Dell desktop computer stations, an open-access student computer lab. A total of 12 additional computer stations are also included in the Architecture Library.

Each lab contains a range of small and large format color printers, as well as scanners.

The computer lab workstations ['image'] are loaded with a wide range of software including:

- Adobe Creative Cloud Suite – Photoshop, Illustrator, InDesign, Premiere, Acrobat
- Autodesk AutoCAD
- Autodesk Revit + Dynamo Studio
- Autodesk Maya
- Autodesk 3ds max
- Autodesk Inventor Pro
- Blender
- Google Earth
- Microsoft Office Professional Edition
- Microsoft Project Professional
- Rhino
- Grasshopper plugin
- Climate Studio plugin
- Numerous supporting plugins
- Lumion
- VRay
- Cura for 3D printing
- Fusions 360
- Unity VR
- Enscape
- Unreal Engine

Computing equipment and software are generally managed centrally by the university. Hardware not associated with the University's Office of Technology Services (OTS) managed labs, are purchased by the college through a central purchasing office. Software needs are assessed yearly by select faculty part of a dedicated SoAD Technology Committee in coordination with the OTS Team. Software is primarily secured in large license blocks with programs required for the exclusive use of the School of Architecture and Design and licensed directly to the college.

Midge Karr Hall has four dedicated computer labs with Mac desktop computers as well as a fully operational Motion Capture studio and other equipment as indicated below.
As part of the SoAD's integration of the Department of Digital Arts and Design's and its Graphic Design, Computer Graphics and UX/UI programs, the NYC campus computer facilities located on the ninth floor of 16 West 61st Street, that house four Macintosh computer labs, will continue to serve these programs.

FABRICATION LABS

The SoAD's Fabrication Labs are the advanced digital maker centers of the school, dedicated to facilitating the production of highly accurate physical models, prototypes and diverse material assemblies through a range of equipment including computer-controlled laser cutters, 3-D printers, CNC routers, robotic technology, virtual reality, augmented reality technologies, and an array of analog machines for a wide range of materials.

The Fab Lab is considered an extension of the SoAD design studio and crucial also for the several extracurricular activities that SoAD is involved with (exhibitions, installations, design competitions, research projects, etc.). Its staff work directly with students and faculty to support the best model-making practices in the studio courses. The Fabrication Labs introduce students to fabrication technologies through newly designed and organized training sessions. During the Summer of 2024, lab staff developed a series of updates to the Fabrication Labs including: a comprehensive resource page to make lab information readily accessible for all students and faculty, new appointment-based systems for laser cutting and CNC machining, and updated training systems and tutorials for students. The Fab Lab also provides online tutorials and resources related to digital modeling, drawing, prototyping, file management, and fabrication. These updates and lab staff help the Digital Fabrication Labs function smoothly as one lab across both campuses.
https://www.nyit.edu/architecture/fabrication_labs

The SoAD has two Fabrication Labs, one at each of its NY Campuses: in NYC- Manhattan and in LI-Old Westbury
Fabrication Labs on both campuses are supervised by a full-time Director of Digital Technology and Fabrication. The Director manages a team of six full-time staff: New York City Lab Supervisor, Long Island Lab Supervisor, Fabrication Lab Coordinator, Digital Technologies Specialist, Robotics Lab Manager and Plotting Services Manager. The lab supervisors hire and manage a number of part-time student employees who assist in running the lab's technology and equipment and work directly with students.

New York City- NYC campus
The NYC Fabrication Lab is housed on the 10th floor of EGGC at 1855 Broadway. The space includes a digital fabrication lab with laser cutters and 3D printers and a full wood shop with a variety of machinery including a CNC mill. The lab is run by a full-time supervisor with assistance from part-time students and rotating full-time lab staff.

The **EGGC 10th floor Fabrication Lab** has been expanded in the summer 2024 thanks to the fundraising efforts of Dean Perbellini with the support of IDC Foundation Innovation Grant and NYIT ($46,750 + $284,100 + $73,250 for equipment).

This now includes also a **Robotics Lab** as replacement of the former computer room 1011 that became obsolete considering the policy of mandatory laptops for all the students since their first year. The NYC Robotics and Fabrication Lab has two 6-axis robotic arms that are programmed by the lab's Robotics Lab Manager and Digital Technologies Specialist. In this way, both SoAD campus locations offer the same quality of service to all students. This recent renovation follows the complete rebuilding of these spaces in early 2017 after the fire and water damage during finals week in 2016. At that time, in addition to traditional manual and power tools, new laser cutters, new 3D printers and a new CNC router were integrated in the new Fab Lab.
The Fab Lab is open to students and faculty during the academic year at regularly scheduled hours, while special hours are coordinated according to the needs during midterms and final reviews. The capabilities of the shop are always being upgraded and improved.

Current equipment includes:
- 1 - 4'x4' CNC router (w/ rhinoCAM and winCNC controller)
- 3 - 20"x32" Epilog laser cutter systems
- 4 - Ultimaker S5 FDM 3D printers
- 4 - Ultimaker S7 FDM 3D printers
- 1 – WASP 2040 3D printer
- 2 – Kuka Robotic Arms with various end effectors
- 1 - Sawstop table saw
- 4 – Bandsaws
- 1 – Drill press
- 1 – Miter saw

• 1 – Table router
• 1– Pancake air compressor
• 1– Vacuum Former
• 2 – Formlabs Resin 3D Printers + wash and dry
• 1 – Carvey desktop CNC Machine
• 1 - CNC Wire Bending Machine
• 1 - Paint Booth
• 1 – Soldering iron and accessories
• various hand tools and handheld power tools (drills, jigsaw, circular saw, nail guns, etc)
• 1 – Jet air filtration system
• 1 – Comprehensive dust collection system

The **HIVE Fabrication Lab** at the ninth floor of the 16 West 61st Street building within the Department of Digital Art and Design's Graphic Design, Computer Graphics and UXUI serves the NYC campus programs' and became part of the SoAD facilities in July 1, 2021. This is a suite of advanced technologies that supports innovative research and development in immersive technology, interactive media, and digital design. It fosters collaboration among New York Tech students, faculty, and industry/community partners across design, technology, art, and entrepreneurship. The lab features state-of-the-art motion capture systems and VR/AR equipment for creating immersive storytelling and interactive designs. The UX/UI and user experience research tools support wireframing, prototyping, and usability testing, enabling the design of user-friendly interfaces. The lab also supports extended reality (XR) and human-computer interaction (HCI) research, with technologies like eye-tracking and mid-air gestures for developing intuitive XR applications. Integrated AI, machine learning (ML), and computer vision tools drive projects in automation, image recognition, and intelligent systems. The Game Design Research Lab combines AI, narrative design, and game mechanics to create engaging gaming experiences.
https://www.nyit.edu/academics/architecture-and-design/facilities-and-equipment/the-hive/

Current equipment includes:
13 - Meta Quest 2 VR Headsets
21 - Meta Quest 3 VR Headsets
3 - Meta Quest Pro VR Headsets
7 - Alienware High Powered PCs
2 - Mac Mini PCs
2 - Apple Vision Pro Mixed Reality Headsets
3 - Magic Leap AR Headsets
1 - Microsoft Hololens AR Headset
1 - NReal AR Glasses
1 - Rayban x Meta AR Glasses
2 - Epson Laser Projectors
4 - iPad Pro
4 - Wacom Screen Tablets

The same location houses also:
Emerging Technology Research Spaces - XR + Mid Air Gesture Research Lab & Eye Tracking Lab

Current equipment includes:
1 - Tobii Eye Tracker 5
1 - Eye Tracking Glasses Kit
1 - Green Screen Wall
1 - KATVR Treadmill
20+ - Arduino Interaction Design Kits

3 - Akai Midimix Controller Kits

Game Design and Virtual Production Research Spaces in New York City

Current equipment includes:
1 - Racing Gaming Wheel/Chair Interactive System
1 - Rokoko Motion Capture Suit
1 - Nansense Motion Capture Suit
2- Green Screen Walls
1 - Arcade Machine
1 - Xbox Series S and Accessories
1 - Playstation 5 and Accessories
1 - Nintendo Switch and Accessories
1 - Alienware High Powered PC

Long Island -LI campus
The Education Hall **Fabrication and Robotic Labs** (2nd floor) provides a newly expanded suite of workshops for full access to all SoAD students, under the direction of a manager who serves as lab director, an assistant manager and a team of part-time student assistants. The lab includes a laser cutting room, a state-of-the-art wood shop with a variety of machinery including a CNC mill, and a collection of 3D printers. The lab is run by a full-time supervisor with assistance from part-time students and rotating full-time lab staff.

In 2009, this lab was fully renovated to accommodate new laser cutting and 3D prototyping equipment. Dean Perbellini secured a $2 million IDC Foundation grant that was matched by the Institute with an added $2.5 million. A significant portion of these funds have been invested in the renovation and expansion of this Fab Lab facilities in Long Island including robotics, AR/VR labs and equipment. The construction was completed in summer 2021. The M.Arch and new MS graduate programs along with the B.Arch all the Undergraduate programs, have full access to both the New York City and Long Island digital and analog Fabrication Lab facilities.
The Fab Lab floor area was expanded 64% - from 760 sq. ft. to 2130 sq. ft.- with a total increase of 1370 sq. ft. after the expansion and renovation which included also the construction of a state-of-the-art Robotics Lab. This provides a variety of advanced machinery for students and faculty to use including two robotic arms and an array of advanced 3D printers. This Lab is run by the Robotics Lab Manager and Digital Technologies Specialist.

The fifth year undergraduate Architecture Thesis studios in neighboring room 223 were also renovated as part of the Institution match. The IDC Foundation grant also funded the school's inaugural Endowed Chair in Digital Technologies, which is also NYIT's first ever Endowed Chair position. The Endowed Chair, Alessandro Melis, joined the SoAD in fall 2021 and also serves as the MS.HD and MS. ACT programs supervisor.

Current equipment includes:
• 1 - 4'x4' Techno CNC Router
• 1 - 24"x36" Epilog laser cutter system
• 3 - 20"x32" Epilog laser cutter systems
• 6 - Ultimaker S5 FDM 3D printers
• 2 - Sawstop table saws
• 2 – Bandsaws
• 1 – Drill press
• 1 – Miter saw
• 1 – Scroll saw
• 1 – Table router

• 1–Vacuum Former
• 1 – Formlabs Resin 3D Printers + wash and dry
• 1 – Markforged carbon fiber 3D printer
• 1 – WASP large format 3D printer
• 1 – Carvey desktop CNC Machine
• 1 – CNC Wire bending machine
• 2 – Kuka Robotic Arms with various end effectors
• 5 – Haddington Dynamics desktop robots
• 1 – Paint Booth
• 1 - Planer
• 1 – Jointer
• 1 – Drum Sander
• 1 – Panel Saw
• 2 – Large Air Compressor tanks
• 1 – Soldering iron and accessories
• various hand tools and handheld power tools (drills, jigsaw, circular saw, nail guns etc)
• 1 – Jet air filtration system
• 2 – Comprehensive dust collection systems

Education Hall Large Scale 3D Print Lab– Under construction
Our Ed Hall facility in LI will be hosting soon our new 3D Print Lab current under construction in place of room 140. This Lab is part of a project to expand on the most advanced 3D Printing technologies using organic and sustainable fabrication materials involving large scale robotic harms. The total investment for this capital project is 1 million provided by NYIT ($161,000 of this amount is provided through SoAD Fundraising activities).

Current equipment includes:
• 1 – WASP Large-scale Crane 3D printer w pump system and material mixer, 3m radius build
• 1 – Sustainable Construction Solutions 3D gantry truss printer, 10ft x 10ft x 10ft build
• 1 – Putzmeister P12 pump system
• 1 – Ruwac redLine dust collector / vacuum w dust arm and accessories
• 1 – Jet AFS-2000 ceiling mounted room air filtration system

Midge Karr Hall Material Lab (aka Wet Lab -B02 basement) located on the ground floor has also been updated and equipped with wood working machinery, a new air handling and exhaust system and laser cutting machines which were previously located in the Education Hall Fabrication Lab. During the COVID-19 Pandemic and simultaneous renovation of the Education Hall Fabrication Lab, Midge Carr served as the temporary SoAD Fab Lab, and will now continue to function as the School's third Fabrication Lab.

Current equipment includes:
• 1 – WASP Ceramic 3D printer
• 1 – potterbot ceramic 3d printer
• 1 – Panel Saw
• 1 – bandsaws
• 1 – drill press
• 1 – miter saw
• 1 – scroll saw
• 1 – table router
• 1 - Sawstop table saw
• 2 – material mixers
• 1 - large Air Compressor tanks

Midge Karr Hall RemediaLab is dedicated to environmental remediation and sustainable materials. SoAD's Regenerative Material Environment for Medical and Design Interactive Applications Lab (RemediaLab) is a cutting-edge biotechnology research facility and an integral part of our Health Design, M.S. (MS.HD) program. This lab investigates innovative solutions for sustainable building practices through fabrication techniques that seamlessly integrate and test natural, low-embodied carbon materials. Its current research agenda also encompasses developing innovative therapeutic applications that span various scales, from individual products to entire architectural structures, and on creating regenerative, responsive, and inclusive material environments and wearable interfaces.

Current equipment includes:
- 1 – 3D Printer Prusa XL
- 1 – Electric grain grinder machine CGondenwall
- 1 – Autoclave steam sterilizer 14L
- 1 – Measuring and logging soil moisture temperature humidity
- 1 – 3D Creality printer
- 1 – Router machine Genmitsu
- 1 – RGB-LED lighting platform photobioreactor
- 1 – Grain Mill Grainder
- 1 – Meta Quest VR Headset
- 1 – Soil moisture and temperature data logger
- 1 – 3D Printer Bambu lab X1 – Carbon
- 1 – Potterbot XL clay printer
- 1 – Electronics bench (containing basic electronics tools and physiology sensors)
- 1 – Sewing Machine
- 1 – Mixer, Blender, Dehydrator
- 1 – Hot plates
- 1 – Mixing buckets
- 1 – Heat Sealing tool
- 1 – Tool kit case
- 1 – Photographic camera and lenses

Motion Capture Studio in Midge Karr

Current equipment includes:
Motion Capture Acting Space
32 - Vicon Infrared Cameras
2 - Computers for Motion Capture Data Collection
1 - Green Screen Wall

Besides the Fabrication Labs listed above, and within the SoAD Labs, we can also Include:

The Urban Climate Lab reimagines how cities can thrive amid environmental challenges. It focuses on creating sustainable, resilient communities that adapt to changing climates and contribute toward reducing emissions while enhancing the quality of urban life. The lab focuses on designing compact urban environments that prioritize spatial efficiency and walkability. Through research and design, it explores ways to reduce greenhouse gas emissions while fostering vibrant public spaces that adapt to climate change. Interdisciplinary teams combine research and practice in developing solutions that integrate architecture, urban design, and climate science. The lab envisions cities as both resilient and regenerative, working to create places where people and nature flourish together, offering a blueprint for a resilient and sustainable future.

The Center for Offsite Construction (CfOC) focuses on advancing offsite construction practices in North America, aiming to improve the design and delivery of buildings. Its mission is to create affordable and sustainable architecture by addressing the need for skilled professionals, researchers, and educators in the field. The CfOC serves as a central hub for shared knowledge, developing open-source standards and fostering critical technologies to support offsite construction. This includes collaborations with standards organizations like ANSI, ICC, and ISO. The CfOC also aims to graduate qualified professionals and host world-class gatherings to promote efficiencies in building practices.

The Artificial Intelligence Lab explores machine learning applications specifically tailored for architectural design, advancing our understanding of how AI can enhance both creative and analytical design processes. Recognizing the critical importance of AI development and its applications, SoAD is strategically investing resources to support the lab's research and integrate its findings into our curricula. Started in Spring 2025, New York Tech offers an interdisciplinary AI minor featuring School of Architecture and Design courses, while we develop an AI certificate in Architecture and enhance our Master's programs with AI-focused content. The SoAD commitment to AI excellence is demonstrated by the recruitment of AI experts from top-tier and Ivy League universities, and our faculty's substantial publication record in AI applications for Architecture and Design. We are actively pursuing external grants for AI research and regularly host symposia and expert speakers through our lecture series to explore AI's impact on arch. practice. At the same time, a new SoAD AI Design Minor is now going through the official approval process.

PLOT SHOPS

New York City -NYC campus
The NYC SoAD's dedicated Plotting Shop is located in EGGC, room 1012. The NYC Plot Shop offers in-house, large-scale plotting for all SoAD students. The Plot Shop and its machinery are fully managed by the Plotting Services Director with part-time student assistants. In 2017, this campus began operating also with part-time students who assisted the dedicated management staff provided by NYIT with a free printing service. Following the closing of all plotting services and in person activities due to the restrictions in place during the COVID-19 pandemic, SoAD took the opportunity to revise plotting policies and services, strategically reintroducing optimization criteria and a more targeted use. SoAD has then become fully responsible for the management and functionality of this service on both campuses, and a new Plotting & Printing Service Manager assisted by student-staff (student with working aid) has been assigned to it. Considered crucial within the learning experience of all SoAD students and their professional proficiency, the plotting service is now paid at discounted rate by each student. After an initial period of reduced activity focused on senior and graduate students, the SoAD Plot Shop has been fully operational in both campuses since 2022 and works in coordination with the Fabrication Lab. All the plotting processes have been digitalized and streamlined to guarantee consistency with the Fabrication Lab, fostering efficiency while fulfilling the needs of a students' population that is constantly growing.
(https://www.nyit.edu/academics/architecture-and-design/facilities-and-equipment/plot-shop/).

Current equipment includes:
- 1 – HP designjet 1300dr
- 3 – HP designjet 1700dr
- 1 – lighting equipment and DSLR

The DAD programs in NYC have limited printing equipment within the ninth floor studios in 16 West 61st street and in the HIVE Fabrication Lab as well, but these programs can also share the facility at EGGC.

Long Island -LI campus
The LI Education Hall plot shop located in room 1012 was previously operated as a part time student staffed facility for free student printing. This service is now managed along with the one in NYC by the same Plotting & Printing

Service Manager assisted by student-staff. Similarly to the NYC location and as per the same protocols and processes, students email digital files for printing and then retrieved prints and plots, typically within a 4-hour time span.

Current equipment includes:
• 4 – HP designjet 1300dr
• 2 – HP designjet 1700dr
• 1 – lighting equipment and DSLR

5.6.5 Plans for disaster and recovery of information.

Program Response:

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

All Schools at New York Tech have access to a comprehensive list of protocols and dedicated offices/personnel to reach out in case of a variety of **Emergency Situations** including:

- Active Shooter on Campus
- Alcohol and Other Drug Emergencies
- Bias/Hate Crimes
- Bomb Threats
- Building Evacuation (including Persons with Disabilities)
- Civil Disturbance and Demonstrations
- Communicable Diseases
- Death
- Fire
- Flood
- Hazardous Materials
- Loss of Essential Services
- Medical Emergencies
- Missing Students
- Psychological Emergencies
- Rape and Sexual Assault
- Self-Destructive Behavior
- Sexual Harassment
- Violent Crime
- Weather-Related Emergencies

More details at the link below:
https://site.nyit.edu/emergency/emergency_procedures
The contents of the Critical Incident Response & Recovery Plan are at the link:
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=1718705821#gid=1718705821
Procedures in case of **Weather-related Emergencies** are further detailed at the link below:
https://site.nyit.edu/emergency/weather_related_emergencies

SoAD fully follows and complies with all Institutional protocols and along with all the other Schools at NYIT refers also to a comprehensive Written Information Security Program ("WISP"). Through the development, maintenance and implementation of this plan the Institution creates an effective administrative, technical, and physical

safeguards for the protection of confidential and restricted information of New York Tech employees, students, and affiliated entities, as defined by New York Tech's *Data Security and Access Management Policy*. This WISP sets forth New York Tech's procedures for evaluating and addressing our electronic and physical methods of accessing, collecting, storing, using, transmitting, and protecting personal information. The Information Security Team is responsible for the development and maintenance of the New York Tech Critical Incident Recovery and Response Plan (CIRR) referenced in the WISP.

More details about roles, responsibilities, and protocols for risk mitigation contained in this plan are at the link: https://site.nyit.edu/policies/written_information_security_program

Remote Learning Readiness

During the COVID-19 Pandemic, remote learning mandates imposed in March 2020 were transitioned extremely effectively and quickly, benefitting from the SoAD's required laptop policy for all students and from the digital expertise of our faculty who all share the same software imaging. The robust integrated technology curriculum and digital practices pedagogies allowed an almost effortless shift from in person to hybrid remote learning. We proactively addressed digitized learning as both a short- and long-term opportunity to reimagine our design pedagogies, to reframe our profession and its ethical and more sustainable responsibilities, and to be sensitive to the intellectual nourishment and culture of our school through ephemeral platforms.

Hybrid Remote teaching instruction methods (HRI) are still in place for a limited number of technical seminars which in any case offer also options for in person section. This guarantees meeting the specific needs of some group of students, and to consolidate courses across the two campus locations (NYC and LI) guaranteeing critical mass for a better and more interactive exchange of knowledge. HRI courses are anyway assigned to in campus rooms to meet the hybrid component and allow in person interaction as needed.

Remote options (Zoom and eTeams) are also applied to office and committee meetings during each semester and to coordinate a smooth proceeding and organization of curricular and extracurricular projects, as well as to promote productive discussions through SoAD Town Hall engaging students and faculty in the Student Affairs Committee, where ideas aroused the possibility of expanding communication forums for students. Some of the Lectures and Events part of each SoAD semester calendar are accessible in both modalities -in person and remotely- to foster accessibility and participation.

Simultaneously, the Dean, a dedicated SoAD committee and NYIT researched best practices for strategically integrating fully online courses and programs. Eventbrite is the chosen platform for developing online teaching, training and implementation. The SoAD undergraduate architecture program launched its first hybrid online ARCH 161 Global History of Architecture I and ARCH 162 Global History of Architecture II courses in spring and fall 2021 to expand its asynchronous learning modalities, opening up ideas for future development.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

NYIT Operating Budget

The NYIT total target contribution from operations (operating revenues less operating expenses) for the fiscal year 2025 is estimated at $5M. As indicated in the Operating Budget Process Schedule below, NYIT SoAD operating budget requests must be submitted to the Vice President of Academic Affairs by March 1. To prepare the School annual budget, which is anyway connected to the goals of the Institutional strategic plan, the Dean collects requests and

input from the chairs, directors, coordinators, and Faculty Committees. The results of the Schools' requests are reviewed with the President, Executive Vice President, Provost, Chief Financial Officer and Department of Financial Affairs staff in meetings between March 11 to April 23. Fiscal Year 2025 budget opens July 1, 2024.

Action	Timeline
Operating Budget Committee meeting to discuss operating budget memo/materials outlining the following: (1) FY 2025 Budget Assumptions (2) The operating budget schedule and due dates (3) Preliminary budget documents	Jan 22
FY 2025 budget materials distributed	Jan 26
Operating budget submissions due from vice presidents, excluding schools	Mar 1
Operating budget submissions due from schools to VPAA	Mar 1
Operating budget submissions due from schools, submitted by VPAA	Mar 8
Board of Trustees approves FY 2025 net operating margin budget	Mar 20
Operating budget meetings with president, vice presidents, and deans	Mar 11 – Apr 23
Finance Committee meeting to review FY 2025 budget	May 2
Board of Trustees reviews finalized FY 2025 budget by natural expense	May 15
Announce and distribute Approved Budgets to Departments/Schools	By May 31
Opening FY 2025 budget and position controls are distributed to vice presidents	Jun 21
FY 2025 Budget opened for new academic year	Jun 21

Information and details about the **SoAD Operational Expenditures 2018-24** are at the link below:
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=1969434575#gid=1969434575

Capital Budget

The expected capital spending on new and continuing projects is estimated at $50MM for the fiscal year 2025. Slightly more than half is funded from NYIT's recent bond issuance (March 2024) with the remainder funded mostly by cash from operations. The challenges of the recent pandemic were pivoted by SoAD as an opportunity to leverage capital projects to reimagine our pedagogies and way of teaching. SoAD upgraded our classrooms, transforming them into smart classrooms and studios to facilitate remote learning modalities, increasing the use of digital platforms, professional programs, simulation, BIM, VR/AR, Miro, etc.

The Architecture department utilizes existing infrastructure and spaces of NYIT and the SoAD at both the NYC and Old Westbury campuses. Studio spaces, classrooms and offices are located in Education Hall and Midge Karr building in Old Westbury, and the 6th, 10th and 11th floors of the EGGC Building on the NYC Campus, as well as some courses in hybrid remote instruction modality. For FY 2025, the SoAD made budget allocations for the Operating expenses (stipends) for the NAAB Steering Committee, all Architecture program Chairs and Directors, and advanced workshops, community-based and design-build projects run by faculty, alumni, and professionals to spark interest in the offered degrees.

Information and details about the **SoAD Capital Expenditures 2018-24** are at the link below
https://docs.google.com/spreadsheets/d/1LrQmJtMhE2L3oVhYljhrJbTxjQ_S1w7E7BCGZIxD4Uo/edit?gid=477642209#gid=477642209

In addition, based on retirements, resignations, or other types of leaves, student enrollment and retention data, and program growth, SoAD prepares annual requests for faculty (full time and adjuncts). Faculty requests of **4 tenure-track or teaching faculty lines will be processed over the next 2 years.** These requests are focusing on the needs of the B.Arch, M.Arch, as well as all other SoAD programs.

Faculty compensation is set through a Collective Bargaining Agreement and will continue to be funded through NYIT tuition and other revenue. In fiscal year 2025, tuition revenue for the School of Architecture and Design is estimated at $22.4 million. This revenue funded all of the direct expenses to run the School.

Scholarships, fellowships and grant funds available for student and faculty use
NYIT makes available $75 million in Institutional aid for undergraduates on merit and needs basis plus an additional $3.2 million in graduate scholarship.

Enrollment

School of Arch & Design - UGRD										
2025-2029 Projections										
Year	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**
BARCH Architecture	251	343	406	462	475	481	486	491	494	497
BFA Interior Design	43	53	49	60	65	66	66	67	67	67
BS Architectural Technology	292	231	195	182	188	212	227	237	243	246
Architecture Total	**613**	**627**	**650**	**684**	**728**	**759**	**779**	**795**	**804**	**810**
BFA Digital Art	66	64	63	59	59	65	67	68	69	70
BFA Graphic Design	38	37	30	36	36	36	40	40	40	40
Design Total	**104**	**101**	**93**	**95**	**93**	**101**	**103**	**108**	**109**	**110**
Overall UG Total	**718**	**729**	**743**	**779**	**821**	**860**	**882**	**903**	**913**	**920**

School of Arch & Design - GRAD										
2025-2029 Projections										
Year	**2020**	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**	**2029**
MARCH Architecture	28	42	43	51	45	49	52	54	55	55
MS Arch, Urban Design	13	31	39	15	3	13	16	18	19	20
MS Arch, Computational Tech		4	7	10	2	13	16	18	19	20
MS Health & Design		**4**	0	8	7	9	11	12	17	16
Architecture Total	**41**	**81**	**89**	**84**	**57**	**84**	**95**	**102**	**110**	**11**
MA UX/UI Design & Development	11	9	33	50	46	51	54	56	57	58
MFA Design Art & Design	22	17	17	10	8	5	3	0	0	0
MS Digital Product Design										
MFA Graphic Design Art & media Inn						11	12	13	13	13
Design Total	**33**	**26**	**50**	**60**	**54**	**56**	**57**	**56**	**57**	**58**
GR Degree Program Total	**74**	**107**	**139**	**144**	**111**	**140**	**152**	**158**	**167**	**169**

The School is expecting both B.Arch and M.Arch enrollment to continue increasing in AY 2025-26. The B.Arch Program has been substantially increasing in student numbers since our last accreditation in 2018, almost doubling the number of students among the two campuses with a slower increase in our Long Island Campus. While, since

the opening of the program in the fall of 2018 with 9 students, the M.Arch has increased the enrollment in Fall 2024 to 45 students and the projections are showing a positive trend for the coming years.

External Funding
The range in grant revenue reported on the audited Financial Statements between FY18 and FY24 is $3,048,047 (FY18) and $13,171,094 (FY21). In FY24, grants were $6,139,269.
Please note that the grant revenue reported in FY21 includes a significant amount of HEERF revenue.

- In 2018, SOAD was awarded an IDC Foundation $2 million grant with an additional $2.8 million matching contribution by the Institution. The $4.5 million supported the expansion of a state-of the- art digital fabrication facility, inclusive of a robotic lab in Education Hall in Li campus. The grant also sponsored the hire of the IDC Endowed Chair, the first Endowed Chair at NYIT, and 2 staff members. In addition, part of the grant are 2 new Master of Science programs in Computational Technologies and in Health and Design. The vision and outcomes of this grant infuse the development of all our graduate programs including the intersection with the Architecture curricula.

- SoAD received annual grants from the IDC Foundations for scholarships, fellowships, research assistants, fostering innovation and new knowledge. These funds are used for students in need, merit or recruitment/retention efforts. The annual funding goes from $100,000-130,000. To date, we have received $790,000 plus $100,00 pending.

Category	Date	Amount	Description	Totals
INITIAL GRANT				2,000,000
	2018	1,000,000	With match from NYIT ($2,500,735.00). Supported the establishment of the IDC Digital Fabrication Lab and Robotic Matter Design Lab; provide faculty support for the new academic degrees, the M.S. in Digital Design and Fabrication and the M.S. in Design and Health; hiring of IDC Endowed Chair and support staff.	
	2018	1,000,000	ENDOWMENT. Annual revenue is used by Endowed Chair to run the MS.HD & MS.ACT programs and fund research/scholarship activities.	
INNOVATION GRANTS				350,000
	6/21-5/22	100,000	Innovation Grant (total 100K used for Mindesk)	
	9/22-8/23	125,000	Innovation Grant (year 1 of 2 – Lab expansion NYC, BTR lab, workshops, software/equipment)	
	9/23-8/24	125,000	Innovation Grant (year 2 of 2– Lab expansion NYC, BTR lab, workshops, software/equipment)	
SCHOLARSHIP GRANTS				890,000
	5/18-8/19	130,000	Scholarships and student activities	
	6/19-5/20	130,000	Scholarships and student activities	
	2/20-12/20	30,000	Additional student activities	
	4/20-3/21	100,000	Scholarships	
	4/21-3/22	100,000	Scholarships (follow the Potential, Requirements, Interest, Commitment, and Eligibility _P-R-I-C-E model)	

	4/22-3/23	100,000	Scholarships (follow P-R-I-C-E model)	
	4/23-3/24	100,000	Scholarships (follow P-R-I-C-E model)	
	4/24 - 3/25	100,000	Scholarships (follow P-R-I-C-E model)	
	4/25 - 3/26	100,000	Scholarships (follow P-R-I-C-E model) (Pending)	
			GRAND TOTAL	**3,240,000**

- The Friends of the School of Architecture and Design and Advisory Board raise funds and allocate these for special projects and activities, to fund student trips to AIAS and NOMAS conferences, study abroad support, academic/hardship scholarships of up to $27.5K, and additional dean's designated projects. From FY 2018 to date, we have raised nearly $1.5 M from Friends fundraising activities.
- To date in FY2024/2025, the New York Institute of Technology has awarded internal and external scholarships to 68 SoAD undergraduate students ($14M+) and 618 SoAD graduate students (S281.5K) for a total of $14.3M+.

School of Architecture and Design Gift Revenue Raised 7/1/18-2/22/24
Fiscal Year Amount
FY18 $2,131,034
FY19 $330,892
FY20 $376,533
FY21 $278,065
FY22 $541,945
FY23 $434,592
FY24 $702,616
FY25 $268,580 (In progress)

Total $ $5,064,257

Individual Gift Fund Balances as of 12/31/2024

Fund Description	Balance as of 12/31/2024
Dean's Designated Fund - Architecture	63,139.27
Gary Hess Memorial Scholarship for Summer Travel Fund	8,450.43
Sal Coco Memorial Design Scholarship	6,250.00
Verderame Scholarship	10,000.00
Reif Annual Scholarship	15,000.00
IDC Foundation - Phase 1	90,157.25
The H2M Architects Scholarship	9,345.00
Women's Corporate Council	64,937.93
Ted Moudis Scholarship	35,000.00
NYC Fabrication Lab and Bio-Technology	118.36
Michael Berthold Energy Conservation Design Award	465.00
Fund Raising for Summer Abroad	20,000.00
Spec Simple	3,055.02

Friends of NYIT's School of Architecture and Design	484,829.72
Stempel Interior Design Fund	19,785.80
The Professional Women in Construct	25,000.00
IDC Foundation - Lab	170,600.00
Center for Offsite Construction (SoAD)	1,750.00
TOTAL	**1,027,883.78**

The amounts below include internal and external scholarships received by SoAD students in the AY 2024-2025

AY 2024-2025	Number of Students	Scholarships Offered	Scholarships Disbursed
Undergraduate	68	$14,056,023.33	$7,051,949.00
Graduate	618	$281,500.00	$148,590.00
Totals	686	$14,337,523.33	$7,200,539.00

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

Library

New York Tech Libraries - Strategic Action Plan

The Art & Architecture Library and Manhattan Library participate in the New York Tech Libraries Strategic Action Plan (2023-2028) implementation. Four priority areas outline goals, actions, and success indicators: Position the Libraries as a Campus Leader in Media and Technology Innovations for Learning; Enhance Student Academic Success; Improve Operational Efficiency; Document and Communicate Library Value and Increase Access to Diverse and Digital Resources, Information Systems and Scholarly Materials. More information can be found at, https://libguides.nyit.edu/strategicactionplan.

Information Resources

The library's mission continues to adhere to that of the college and the School of Architecture and Design in giving students the necessary skills to enter the career of their choice. In doing so, the library manages, delivers, and organizes information to strengthen and expedite teaching, study, and research. In supporting the curricular needs of the New York Institute of Technology art, architecture, interior design and urban design programs, the collections are housed in two campus libraries, each headed by an Associate Director of Branch Services. One is the specialty Art and Architecture Library (Education Hall Library), located on the Long Island campus; the other is the Manhattan Campus Library, which contains a similar collection.

The Manhattan library, which serves all programs on the campus, is located on the 1st, 2nd and 3rd floors (EGGC Building) and is directly accessible to classrooms and studios via elevators and stairs. The third floor of the library also houses computer rooms and spaces for group activities, and includes advanced technologies such as 3D printing machines. Meanwhile the ground floor, ground level lobby lounge and glass curtain wall façade are used for SoAD events and exhibitions, including the street front installations that simulcast the school's 2024 Participation to the Salone Del Mobile di Milano and in previous years, the Venice Biennale videos, projects and faculty interviews.

The Education Hall Library offers also spaces for study group activities, remote connections for participation in meetings and lecture, and printing area.

Collections

The Associate Director of the Art and Architecture Library in Education Hall, as subject specialist, is primarily responsible for collection development for both campuses (except for acquisition requests by Manhattan professors). While the collections strive to be correspondingly similar, the Art and Architecture Library on the Long Island campus holds the more complete collection by virtue of its designation as a special library. The collection in Manhattan, within a campus library, serves all programs on the Manhattan campus. In the event of one library holding material that the other does not have, a physical exchange of books and/ or electronic delivery of journal articles between the two libraries and/or directly to students and faculty is efficiently done. The libraries are located within or adjacent to the buildings SoAD classrooms, studios, and labs; ensuring faculty and students' immediate integration of library research and technology into studio classes.

The libraries are collection driven because of the need for monographs and serials. The process of collection development is to ensure that the needs of the students, faculty and instructional programs are being met. It is also done with a vision to provide current and comprehensive collection of art and architecture resources. Acquisitions and management of print materials is an ongoing weekly process, with materials being vetted by a combination of methods. Criteria used are reviews from Resources for College Libraries, Critical Books in Art History, Choice Outstanding Academic Titles; Association of Architecture School Librarians (AASL) Core Reference holdings; and consideration of the following library collections: Columbia, Harvard, Cornell, Yale, Princeton, Pratt, Syracuse, NYU and New Jersey Institute of Technology. Professional library literature, architectural academic and design discipline publication reviews are also consulted monthly. The collections are comprehensive in scope, covering history, theory and criticism, design and construction, building systems, materials, urban design and history, landscape architecture and design of interiors. Faculty are encouraged to suggest monographs of a general nature for the collection or for specific course needs. Faculty research is also supported through acquisitions and librarian research. Collections are adapted to provide for changing curricula, relevance and space. The permanent and course reserve titles, available at the circulation desk and open reserve shelves, are reviewed and updated based on required course materials and faculty requests.

While image rich publishing remains vital to the program, digital formats are acquired/subscribed to where available for 24/7 access for both campuses. In considering migrating to an e-format journal, criteria used include sustainable Institutional access, article completeness, image quality and full-text pdf format. Each year, while publications remain limited, subscriptions are negotiated and renewed to determine online availability.

New York Tech's Art and Architecture collection includes both print and electronic journals and our collection currently consists of 350 titles including 80% of the AASL Core Periodicals List.

Collection Development Policy

The selection of library resources shall be relevant to academic programs. The collection should be broadly based, balanced, and current. Attention will be given to the scope of majors and courses, and sites at which programs are offered with minimal reliance on intra-campus loans. The collection will be managed to accommodate changes in funding and space needs. Individual branch needs will be considered when determining the number of copies ordered.

The libraries subscribe to various electronic resources. Electronic resources include databases, indexes, bibliographies, statistics, and other reference sources that support learning, teaching and research at New York Tech. The basic criteria for the selection of any electronic resource are relevancy to the curriculum, improvement of the overall library collection, and enhancement of patron access to information. New York Tech Libraries encourage active participation in collection development by welcoming faculty recommendations and considering student suggestions. Faculty members are expected to submit purchase requests for materials in advance of new programs.

Librarians attend Curriculum Committees and conduct periodic evaluations of the collection and recommend actions necessary to correct deficiencies. This includes weeding and replacement of missing materials as needed.

Art and Architecture & Design Databases
American History*; Applied Science and Technology Index*; Art & Architecture Source*; Architectural Publications Index (RIBA and RIBA pix)*; Art Index Retrospective (1929 – 1984)*; ArtStor/JStor*; Avery Index to Architectural Periodicals*; Bloomsbury Collections; Credo Reference; CuminCAD*; Building Green Suite; Detail Inspiration*; GreenFILE; MAD CAD; Oxford Art & Reference Online (Grove Art Online)*; Scopus; Social Explorer.
*Recognized as Essential or Fundamental Sources by the Association of Architecture School Librarians (AASL).

Facilities and Equipment
The Art and Architecture Library and Manhattan Library provide innovative space and equipment reflective of the academic program needs. These are continually updated with available resources. Facilities include knowledge creation technologies innovation, collaboration, and presentation. Increased access to these shared resources means students can experiment without personally investing in specialized and costly tools. Students employ cameras, audio recording, virtual reality workstations, and Cricut vinyl cutter for design fabrication, prototyping, modeling and publishing. Equipment available in the Innovation Labs include, Oce 42" Wide format Scanner large format scanner, monitors and presentation areas, large touchscreen monitor (Vibe). The MediaScape tables are used by students for collaborative work and by professors for seminar classes. Manhattan Library Innovation Lab maintains four group study rooms equipped with large presentation monitors and glass whiteboards, 3D printers, virtual reality headsets, Digital cameras, programming and circuitry boards.

Architectural software on student computers
Adobe Creative Suite (Acrobat, After Effects 2023, Animate, Audition, Bridge, Character Animator, Dreamweaver, Illustrator, InDesign, Photoshop, Premiere Pro, Substance 3D); ArcGIS Desktop 10.7.1; Arduino; Autodesk Suite (Advance Steel 2024, 3ds Max 2024, AutoCAD 2024, Inventor Professional 2023, Maya 2024, Motionbuilder, Mudbox 2024, Revit 2024, Robot Structural Analysis); Bambu Studio v. 1.10.1; Bifrost for Maya 2024; Blender; Climate Studio v. 1.9.8; Climate Consultant 6.0; Cura Lulzbot Edition: v. 4.13.10; DaVinci Resolve; EnScape Rhino plugin for Virtual Reality; Google Earth Pro; Karamba 3D; Lens Studio; MakerBot Print; MayaUSD Extension; MeshMixer; Microsoft 365; Microsoft Edge; Microsoft Visual Studio; Mathematica; Mat Lab; Modo 16.1; Pepakura Designer 5; Python Launcher; RStudio; RTools 4.4; Rhino; RISA 3D Demo; Rokoko Studio Live; Steam Virtual Reality; Toon Boom Harmony 24 Premium; Ultimaker Cura 5.2.1; Unity 2022, Unity Hub 3.8; V-ray for Revit; V-ray for Rhino; Wacom Tablet; Zoom

Both libraries have laptop and desktop computers (Education Hall has 12 and Manhattan has 23 desktops and 10 laptops (6 Dell, and 4 MacBooks) iPads, 4 3D Printers), standalone scanners: (Manhattan, 4; Education Hall, 6), color and black and white printers/copiers/scanners, large format scanners, 3-D printers and 50" LG flat-screens/DVD recorder/players for instruction and presentations in both libraries. Computers are replaced on a three-year cycle. The Art and Architecture Library has seating for 76 and the Manhattan Library has seating for 163.

In coordination with Professor Clarke Snell's SAME Lab, Education Hall Art & Architecture library hosts a series of "living lab" environmental monitoring sensors including indoor and outdoor environment. This includes a Davis weather station that sends hyper-local weather through the NWS Citizen's Weather Observation Program (CWOP Station G-4054). This data is accessible to everyone through the library SaME Lab guide (https://libguides.nyit.edu/architecture/SAME) and GitHub page. Interior sensors measure air temperature, relative humidity, CO2, and lux.

Infrastructure improvements include a new roof (2022) which has greatly improved indoor comfort. Exterior lighting has been improved in the parking lots and walkways leading to the Education Hall.

Staff and Hours

All New York Tech librarians hold M.S.L.I.S. degrees from accredited schools of library science. Many hold additional Masters' Degrees required for promotion. The Art and Architecture Library is currently staffed by the Associate Director / Architecture Librarian and one full-time Library Assistant, and two part-time Librarians and an average of 10 FWS students/academic year. The librarian positions require subject background and experience in art, architecture and/or design. Librarians are members of the Association of University

Professors (AAUP) classified as Library Faculty receiving benefits and rank equivalent to teaching faculty. A bachelor's degree and library experience are required of all support staff applicants.

The librarians serve as both reference librarians and content information providers while maintaining core competencies acknowledged by ARLIS/NA Core Competencies for Art Information Professionals (2017):

- Art Information Professionals have broad and specialized subject knowledge in the fields of art, architecture, design and related fields. Basic knowledge of materials and techniques employed in the fields of art, architecture and design.
- Art Information Professionals recognize users' information needs and teach users to locate, evaluate, access, acquire, and critically assess the information they need. Manage collection development through critical evaluation of materials, receptive to course requirements and faculty requests.
- Art Information Professionals develop, organize, and manage collections responsive to the mission of their organizations and the needs of their users in support of research, learning, user engagement, outreach, and Institutional programs.
- Art Information Professionals have knowledge of trends in the fields of library and information science relevant to arts and/or visual resources librarianship and are prepared to contribute to the advancement of the art library and visual resources professions.

The librarian provides personal and in-depth reference services, research consultations, and topical research tutorials. Besides reference services and collection development/management, the librarian is responsible for assessment of new resources, outreach, and special projects. The Library Assistant in the Art & Architecture Library maintains day-to-day operations including, collection care, circulating new items, periodicals, and reserve items, monitoring student staff timesheets, internal communications and reporting library data.

Work-study students play an important role for library operations. They provide general customer service at the information desk and assist special projects each semester. Student staff also serve as Library Ambassadors who share information about the library with their peers in clubs, class meetings, and informal conversations. Student staff also recommend additions to the collections by examining under-represented designers on a monthly basis. The Education Hall Art & Arch Library generally employs 4-8 FWS student workers per semester and Manhattan, with its two floors, currently has 12 student aides covering the information desk. The Manhattan Library has an Associate Director, 2 full-time librarians and one Library Assistant. Since the last accreditation, the Education Hall library has reduced staff to 1 full-time librarian who both manages and serves as a subject expert, Art & Architecture librarian, and 2 part-time librarians. Manhattan Library, while currently recruiting an Associate Director, has reduced the staff to 2 full-time librarians and 1 full-time library assistant.

Services

Reference services are available at both libraries and through email, chat, phone and virtual reference. Faculty requested books are placed on reserve each semester. The library website informs students and faculty of the library's resources. Online Research Guides and Course Guides curated by librarians, support disciplinary research and courses. In addition to the catalog, and a search aggregator for finding print and periodicals, access is provided through the website for chat, social media, inter-library loan services; new book/journal requests; research and course guides, citation resources (e.g. Zotero). Library instruction and information literacy tutorials through scheduled workshops, studio/class presentations, streaming video tutorials and Canvas LMS modules, pages, and librarian facilitated discussion threads. The library publishes a newsletter, and the Art and Architecture Library sends a memorandum twice each semester to architecture and design faculty across Manhattan and Long Island campuses. Databases are organized on the webpage by subject and title. In addition, a journal locator indexes all New York Tech current and archive journal holdings.

Art and Architecture Library, Education Hall
Monday- Friday, 8:30am – 8pm
Online Librarian support Monday - Thursday 8am – 8pm. Friday 9am – 5pm.
Manhattan Library
Monday-Thurs, 2nd floor (staff available) 9am-6pm; Friday 9am – 5pm 2nd fl (staff available)
Monday – Friday, 3rd floor 7am – 11pm access not staffed.
Saturday and Sunday closed.
Online Librarian support Monday - Thursday 8am – 8pm. Friday 9am – 6pm.
*Recognized as Essential or Fundamental Sources by the Association of Architecture School Librarians (AASL).

2024 Library Data

	FY-2023	FY- 2024				
Institutional book budget	$137,405	$133,887				
Institutional database budget	$420,146	$592,357				
Periodicals Budget (LI & NY)	$14,155	$15,135				
		Print Titles			**E Titles**	**Print and E Titles**
		Ed Hall	**Manhattan**	**Total Combined**		**Total**
NA1·1555.5	General architecture	4900	4329	9229	379	9608
NA1995·2320	Architecture as a profession	113	90	203	18	221
NA2500·2 540	General works	226	175	401	68	469
NA2685·2793	Architectural drawing and design	501	449	950	38	988
NA2835-2858 NA3310-4050	Details and decoration	139	103	242	12	254
NA4100·8480	Special classes of buildings	1734	1203	2937	44	2981
NA9000·9428	Aesthetics of cities. City planning	345	283	628	13	641
NA1-9428	Subclass NA Architecture	8605	6350	14,955	377	15,332
N0-9999	Subclass N Visual arts	1663	748	2411	65	2476
NB1 -1952	Subclass NB Sculpture	273	122	395	20	415
NC1-1940	Subclass NC Drawing, Design	477	248	725	53	778
ND25·3416	Subclass ND Painting	1107	361	1468	49	1517
NK1-9990	Subclass NK Decorative Art	1155	398	1553	91	1644

The New York Tech libraries are members of several national and regional professional associations and consortia, including:
· Association of Architectural School Librarians (AASL)
· Art Libraries Association of North America (ARLIS/NA)
· Association of College and Research Libraries (ACRL)
· WorldShare OCLC
· Lyrasis
· Long Island Library Resources Council (LILRC) and Research Loan Program (RLP)
· METRO
· Nassau County Library Association (NCLA)

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

New York Tech Libraries - Strategic Action Plan
The Art & Architecture Library and Manhattan Library participate in the New York Tech Libraries Strategic Action Plan (2023-2028) implementation. Four priority areas outline goals, actions, and success indicators: 1) Position the Libraries as a Campus Leader in Media and Technology Innovations for Learning; 2) Enhance Student Academic Success; 3) Improve Operational Efficiency; 4) Document and Communicate Library Value;5) Increase Access to Diverse and Digital Resources, Information Systems and Scholarly Materials.
More information can be found at: https://libguides.nyit.edu/strategicactionplan

Staff and Hours
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The librarians serve as both reference librarians and content information providers while maintaining core competencies acknowledged by ARLIS/NA Core Competencies for Art Information Professionals (2017):

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- Art Information Professionals develop, organize, and manage collections responsive to the mission of their organizations and the needs of their users in support of research, learning, user engagement, outreach, and Institutional programs.
- Art Information Professionals have knowledge of trends in the fields of library and information science relevant to arts and/or visual resources librarianship and are prepared to contribute to the advancement of the art library and visual resources professions.

The librarian provides personal and in-depth reference services, research consultations, and topical research tutorials to students and faculty. Besides reference services and collection development/management, the librarian

is responsible for assessment of new resources, outreach, special projects and information literacy instruction. The Library Assistant in the Art & Architecture Library is responsible for daily facility operations, processing monographs, periodicals, and reserve items and general library operations including circulation, information, internal communications and maintaining statistics.
Work-study students service the information desk and assist special projects each semester. Education Hall generally employs 4-8 FWS student workers per semester and Manhattan, with its two floors, currently has 12 student aides covering the information desk. The Manhattan Library has an Associate Director, 2 full-time librarians and one Library Assistant. Since the last accreditation, the Education Hall library has reduced staff to 1 full time associate director/librarian, and 2 part-time librarians. Manhattan Library has reduced the staff to 2 full-time librarians and 1 full-time library assistant.

The Education Hall Library is open 47.5 hours per week during the academic year. The Manhattan campus library, which serves other New York Tech academic programs as well, is open in person 52 hours. General virtual library services are 56 hours per week during the academic year. Each library offers extended hours during the last two weeks of each semester.

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Manhattan Library
Monday-Thurs, 2nd floor (staff available) 9am-6pm; Friday 9am – 5pm 2nd fl (staff available)
Monday – Friday, 3rd floor 7am – 11pm access not staffed.
Saturday and Sunday closed.
Online Librarian support Monday - Thursday 8am – 8pm. Friday 9am – 6pm.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

Each program is responsible for demonstrating compliance with each criterion. If the programs have separate webpages, responses below should clearly identify and demonstrate compliance for the respective program.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2 Statement on NAAB Accredited Degrees, is provided in its entirety at the following link:
https://www.nyit.edu/architecture/accreditation

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

The School website accreditation page (https://www.nyit.edu/architecture/accreditation) outlines accreditation procedures and provides a link to the following NAAB publications:

NAAB Conditions for Accreditation, 2020 Edition
NAAB Conditions for Accreditation, 2014 Edition
NAAB Procedures for Accreditation, 2020 Edition
NAAB Procedures for Accreditation, 2015 Edition

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

Career Guidance offers students a number of career counseling resources through the Office of Career Services. Students meet with career advisors who assist them in examining their own career aspirations and go on to help in

the consideration of career choices. Continued outreach efforts keep students connected to career advising and evaluation tasks. Workshops targeting activities relevant to their career opportunities and related to their field of study along with the ones focusing attention on particular activities and skills needed in a future job search are offered to all SoAD students. Employer guest speakers visit the campus at on-site company visits and career fairs take place 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 hosts Handshake, 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, alumni and employers are encouraged to visit first to post and view resumes and search for jobs based on their majors.
Link to the Career Services page on the School's website: https://www.nyit.edu/career_services

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:
- Handshake
- Career TV: Research career areas
- O*Net: Career requirements, skills
- Uniworld: Overseas opportunities
- Wakefield's Startup Job Resources: Demystifies the startup job search
- The Campus Career Coach: Practical advice
- Career Resource Guides

Associate Dean for Student Success and Engagement at SoAD works collaboratively with the NYIT Career Services and the Experiential Education, also engaging the School's Student Affair Committee and the professional student chapters, to provide students with information, mentoring and develop SoAD specific in person career fairs each spring attended by NYIT alumni and representatives of distinguished architecture, interior design and construction management firms and offices. Students receive cv/resume development training, portfolio reviews, interview preparation and practice workshops in preparation for both the fall online and spring in person career fairs.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) The most recent decision letter from the NAAB awarding accreditation or candidacy
b) The Architecture Program Report submitted for the last visit
c) NCARB ARE pass rates

Program Response:

B.Arch.:

Requirement	Program Website Link (if applicable)
a) The most recent decision letter from the NAAB awarding accreditation or candidacy	https://site.nyit.edu/files/architecture/2017_NAAB-B.Arch-Continuing_Accreditatoin-Decision_Letter_.pdf

Requirement	Program Website Link (if applicable)
b) The Architecture Program Report submitted for the last visit	https://site.nyit.edu/files/architecture/2017-NAAB-B.Arch-APR_.pdf
c) NCARB ARE pass rates	https://www.nyit.edu/academics/architecture-and-design/about/accreditation/

M.Arch.:

Requirement	Program Website Link (if applicable)
a) The most recent decision letter from the NAAB awarding accreditation or candidacy	https://site.nyit.edu/files/architecture/2020-NAAB-M.Arch-Continuing_Candidacy_Decision_Letter__.pdf
b) The Architecture Program Report submitted for the last visit	https://web.nyit.edu/files/architecture/2022-NAAB-M.Arch-APR_Initial_Accreditation_.pdf
c) NCARB ARE pass rates	https://www.nyit.edu/academics/architecture-and-design/about/accreditation/

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships

Program Response:

B.Arch.:

https://www.nyit.edu/academics/degrees/architecture-barch/

a) Application instructions:
https://www.nyit.edu/academics/degrees/architecture-barch/admission-requirements/
Application submission forms:
https://www.nyit.edu/admissions/apply/document_upload
Portfolio submission forms:
https://apply.nyit.edu/account/login
Undergraduate Transfer Credit form:
https://www.nyit.edu/admissions/transfer/credits/
https://site.nyit.edu/admissions/transfer_credit_tool

b) Admission requirements:
https://www.nyit.edu/academics/degrees/architecture-barch/admission-requirements/
International student application process:

https://www.nyit.edu/admissions/international/
https://site.nyit.edu/admissions/how_to_apply_international_first_year_students

c) **Evaluation of content of non-accredited degrees:**
https://www.nyit.edu/academics/degrees/architecture-barch/admission-requirements/
https://www.nyit.edu/admissions/transfer/credits/

d) **Financial Aid, Grants + Scholarships:**
https://www.nyit.edu/medicine/how_to_apply_for_financial_aid

M.Arch.:

https://catalog.nyit.edu/architecture/master_of_architecture

a) **Application instructions:**
https://www.nyit.edu/architecture/admission_requirements_architecture_march
Application submission forms:
https://www.nyit.edu/admissions/apply/document_upload
Portfolio submission forms:
https://www.nyit.edu/architecture/master_of_architecture_portfolio_submission
Graduate Transfer Credit form:
https://www.nyit.edu/files/admissions/ADM_GraduateTransferCreditForm.pdf

b) **Admission requirements:**
https://www.nyit.edu/architecture/admission_requirements_architecture_march
International student application process:
https://www.nyit.edu/admissions/how_to_apply_international
Accelerated BS.AT + M.Arch requirements:
https://www.nyit.edu/architecture/bsat_accelerated

c) **Evaluation of content of non-accredited degrees:**
https://www.nyit.edu/architecture/admission_requirements_architecture_march
https://www.nyit.edu/files/admissions/ADM_GraduateTransferCreditForm.pdf

d) **Financial Aid, Grants + Scholarships:**
https://www.nyit.edu/medicine/how_to_apply_for_financial_aid

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

NYIT's Assistant Provost of Student Engagement and the School of Architecture and Design's Dean, Associate Deans, Chairs, Directors and Advising staff send email communications on a regular basis informing student of resources available and updates within the college. The administration offices are located near the student's studio and classroom spaces and departmental and advising staff are available for students as a resource on both campuses. Administrative staff is able to connect students with Financial Aid advisors located in the Financial Aid Office and Advising and Enrichment Center Staff on both campuses and via email/phone for guidance.

B.Arch.:

Financial Aid department link: https://www.nyit.edu/admissions/financial_aid
Advising and Enrichment Center link: https://www.nyit.edu/advising/aec_student_resources
Undergraduate Success and Advising link:
https://site.nyit.edu/academic_affairs/office_of_undergraduate_student_success_and_advising

M.Arch.:

Financial Aid department link: https://www.nyit.edu/admissions/financial_aid
Advising and Enrichment Center link: https://www.nyit.edu/advising/aec_student_resources

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

The Institute and School provide a breakdown of tuition and fees to all potential and continuing students within the recruiting material, along with admission material and on the college's website. Incoming students are provided with details of general supplies needed and provided by the studio faculty as well as, during orientation via the School's 72 pages student orientation packet and presentations, in coordination with the Advising and Enrichment Center who register and advise all NYIT and SoAD freshmen.
Links to initial estimate costs per students for:

B.Arch.:
Tuition and Fees link: https://www.nyit.edu/bursar#tuition
Undergraduate Tuition and Fees link: https://www.nyit.edu/bursar/undergraduate_tuition_fees
SoAD Required Laptop Policy link: https://www.nyit.edu/architecture/architecture_laptop_policy

M.Arch.:
Tuition and Fees link: https://www.nyit.edu/bursar#tuition
Graduate Tuition and Fees link: https://www.nyit.edu/bursar/graduate_tuition_fees
SoAD Required Laptop Policy link: https://www.nyit.edu/architecture/architecture_laptop_policy

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   - 2.a > Bachelor of Architecture -B.Arch
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3- One-Page Faculty Resumés
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4- MSCHE Letter of New York Tech Accreditation Status

5- 2017_NAAB-B.Arch_Continuing Accreditation Decision Letter

6- 2020_NAAB-M.Arch_Continuing Candidacy Decision Letter

7- Facilities Floor Plan

8- Remote Location Questionnaire

1. NAAB PC and SC Criteria/Courses Matrix

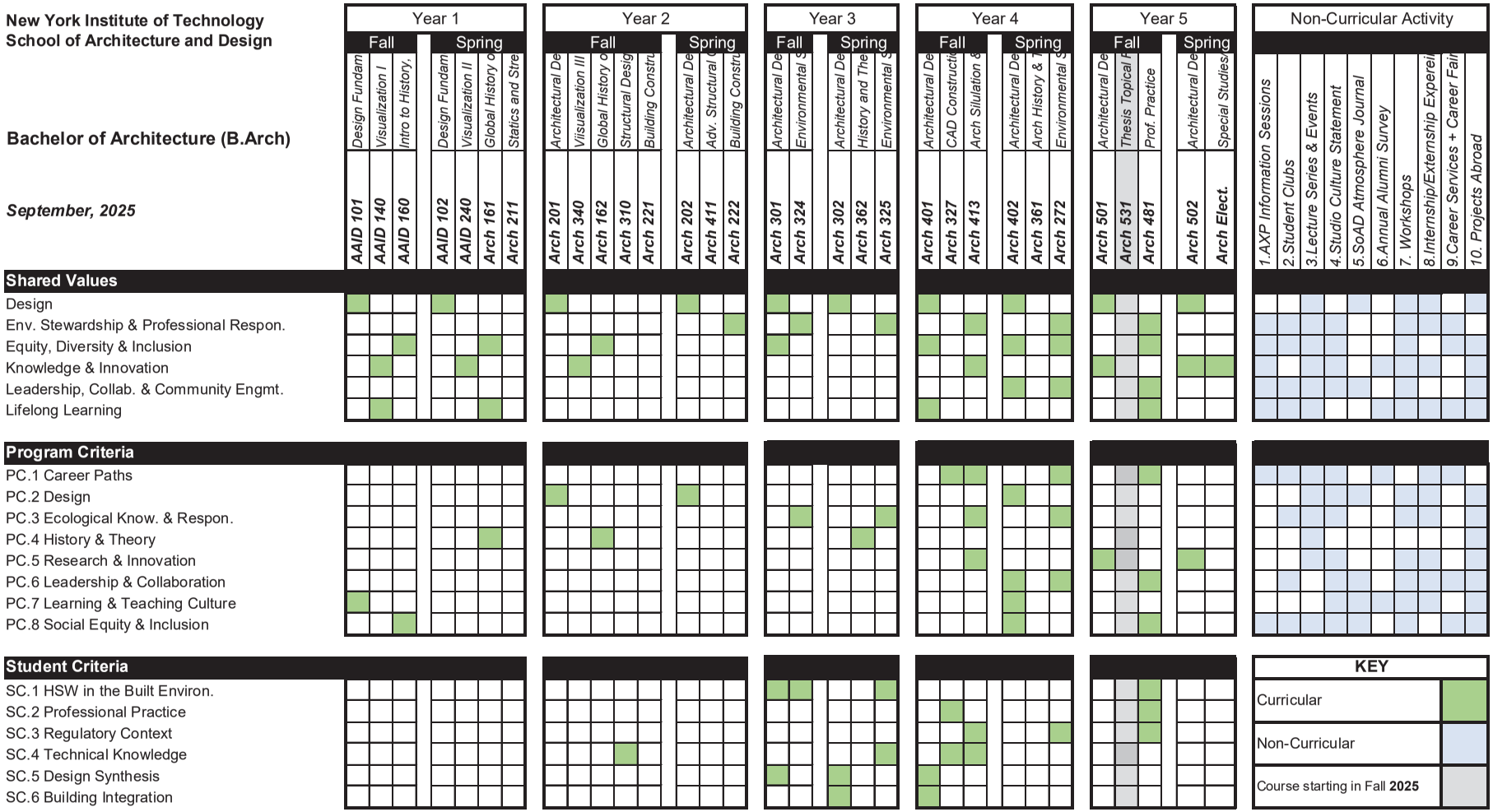
- **1.a Bachelor of Architecture -B.Arch**

PROGRAM AND STUDENT CRITERIA MATRIX

New York Institute of Technology
School of Architecture and Design

Bachelor of Architecture (B.Arch)

September, 2025



- **1.b Master of Architecture -M.Arch**

PROGRAM AND STUDENT CRITERIA MATRIX

New York Institute of Technology
School of Architecture and Design

Master of Architecture (M.Arch)

September, 2025

	Preparatory Education	600-Level Fall				600-Level Spring				700-Level Fall				700-Level Spring				800 - Level Fall				800 - Level Spring				Non-Curricular Activity									
		M.Arch Studio 1	Intro to Arch Structures + Technology	Architectural Visual Communication I	Global History of Architecture I	M.Arch Studio 2	Building Systems I	Architectural Visual Communication I	Global History of Architecture II	M.Arch Studio 4	Material Tectonics I	Architectural Visual Communication I	Site Planning	M.Arch Studio 5	Building Systems II	Material Tectonics II	Construction Documents	M.Arch Studio 6	Building Systems III	Architectural History or Theory Optoin		M.Arch Studio 7	Practice Models and Strategies	ARCH 713-Architectural Simulation	Pioneering Tech in Arch Practice	Special Studies -	*1. AXP Information Sessions*	*2. Student Clubs*	*3. Lecture Series & Events*	*4. Studio Culture Statement*	*5. SoAD Atmosphere Journal*	*6. Annual Alumni Surveys*	*7. Workshops*	*8. Internship / Externship Experiences*	*9. Career Services + Career Fairs*	*10. Projects Abroad*
		ARCH 601	ARCH 611	ARCH 641	ARCH 661	ARCH 602	ARCH 621	ARCH 644	ARCH 662	ARCH 704	ARCH 723	ARCH 741	ARCH 772	ARCH 705	ARCH 722	ARCH 724	ARCH 727	ARCH 801	ARCH 821	ARCH 862		ARCH 802	ARCH 880	ARCH 791	ARCH 791	ARCH 791									
Shared Values																																			
Design		■				■							■	■		■						■													
Env. Stewardship & Professional Respon.							■						■		■				■				■												
Equity, Diversity & Inclusion					■				■					■						■			■												
Knowledge & Innovation		■				■	■		■		■					■		■				■													
Leadership, Collab. & Community Engmt.													■			■							■												
Lifelong Learning														■						■			■												
Program Criteria																																			
PC.1 Career Paths													■	■		■						■													
PC.2 Design	*					■								■	■			■																	
PC.3 Ecological Know. & Respon.	*												■	■	■																				
PC.4 History & Theory	*				■				■											■															
PC.5 Research & Innovation																■						■													
PC.6 Leadership & Collaboration													■				■						■												
PC.7 Learning & Teaching Culture					■				■	■										■															
PC.8 Social Equity & Inclusion					■				■									■		■															
Student Criteria																																			
SC.1 HSW in the Built Environ.	*						■							■				■																
SC.2 Professional Practice																■																			
SC.3 Regulatory Context													■	■																					
SC.4 Technical Knowledge	*										■		■		■	■																			
SC.5 Design Synthesis										■				■																					
SC.6 Building Integration										■				■																					

KEY	
Track I = 6, 7, 800 level	
Track II = 7, 800 level	
Non- Curricular	

* For Track II candidates, introductory level coursework is verified on incoming transcripts and recorded on admission scorecards.

2. Condition 4.2 Professional Degrees and Curriculum

Programs should complete or modify the following chart for the appropriate accredited programs and include as part of the APR.

- **2.a Bachelor of Architecture -B.Arch**

Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Semester 1			
AAID 101 Design Fundamentals I (5 cr)		MATH 141 Precalculus (4 cr)	
AAID 140 Visualization I (3 cr)			
AAID 160 Introduction to History, Theory, and Criticism in Architecture and Design (3 cr)			
Semester 2			
AAID 102 Design Fundamentals II (5 cr)		FCWR 101/111 Writing I: Foundations of College Composition (3 cr)	
AAID 240 Visualization II (3 cr)			
ARCH 161 Global History of Architecture I (3 cr)			
ARCH 211 Statics and Strength of Materials (3 cr)			
Semester 3			
ARCH 201 Architectural Design I (5 cr)			
ARCH 340 Visualization III (3 cr)			
ARCH 162 Global History of Architecture II (3 cr)			
ARCH 310 Structural Design (3 cr)			
ARCH 221 Building Construction I (3 cr)			
Semester 4			
ARCH 202 Architectural Design II (5 cr)		FCWR 151/161 Writing II: Foundations of Research Writing (3 cr)	
ARCH 411 Advanced Structural Concepts I (3 cr)		DATA 101 Making Sense of a Data-Oriented Society (3 cr)	
ARCH 222 Building Construction II (3 cr)			
Semester 5			
ARCH 301 Architectural Design III (5 cr)	Non-Architecture Elective (3 cr)	PHYS 136 Physics for the Modern Architect (4 cr)	
ARCH 324 Environmental Systems I (3 cr)			
Semester 6			
ARCH 302 Architectural Design IV (5 cr)		FCWR 303 Communication for Art and Design (3 cr)	
ARCH 327 CAD Construction Drawings (3 cr)			
ARCH 362 History and Theory of the City (3 cr)			
ARCH 325 Environmental Systems II (3 cr)			
Semester 7			
ARCH 401 Architectural Design V (5 cr)		ICBS 3XX Behavioral Science choice (3 cr)	
ARCH 413 Architectural Simulation and Fabrication Optimization (3 cr)		Science Choice - Any 100-level BIOL, CHEM, or PHYS course (3 cr)	
Semester 8			
ARCH 402 Architectural Design VI (5 cr)	Non-Architecture Elective (3 cr)	ICSS 3XX Social Science choice (3 cr)	
ARCH 361 Architectural History and Theory Seminar (3 cr)			
ARCH 372 Environmental Site Planning (3 cr)			

Semester 9			
ARCH 501 Architectural Design VII (5 cr)	Non-Architecture Elective (3 cr)	ICLT 3XX Literature choice (3 cr)	
ARCH 531 Thesis Topical Research Seminar (3 cr)			
ARCH 481 Professional Practice I (3 cr)			
Semester 10			
ARCH 502 Architectural Design VIII (5 cr)	ARCH XXX Architecture Elective (3 cr)	ICPH 3XX Philosophy choice (3 cr)	
	Non-Architecture Elective (3 cr)		
Total – 110 SCH	Total – 15 SCH	Total – 35 SCH	Total
Total No. of SCH for Degree – 160			

*SCH; Semester Credit Hours

- **2.b Master of Architecture -M.Arch**

Undergraduate Courses if Preparatory			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Graduate-Level Courses			
Required Prof. Courses	**Elective Prof. Courses**	**General Studies**	**Optional Studies**
Course No. and Name (SCH)*	Course No. and Name (SCH)	Course No. and Name (SCH)	Course No. and Name (SCH)
Semester 1			
*ARCH 601 M.Arch Studio 1 (6 cr)			
*ARCH 611 Introduction to Architectural Structures and Technology (3 cr)			
*ARCH 641 Architectural Visual Communication I (3 cr)			
*ARCH 661 Global History of Architecture I (3 cr)			
Semester 2			
*ARCH 602 M.Arch Studio 2 (6 cr)			
*ARCH 621 Building Systems I (3 cr)			
*ARCH 644 Architectural Visual Communication II (3 cr)			
*ARCH 662 Global History of Architecture II (3 cr)			
*Track I students begin at the 600 level. Track II students begin at the 700 level. Students in both tracks share all coursework at the 700 and 800 levels.			
Semester 3			
ARCH 704 M.Arch Studio 4 (6 cr)			
ARCH 741 Architectural Visual Communication III (3 cr)			
ARCH 772 Site Planning (3 cr)			
ARCH 723 Material Tectonics I (3 cr)			
Semester 4			
ARCH 705 M.Arch Studio 5 (6 cr)			
ARCH 722 Building Systems II (3 cr)			
ARCH 727 Construction Documents (3 cr)			
ARCH 724 Material Tectonics II (3 cr)			
Semester 5			
ARCH 801 M.Arch Studio 6 (6 cr)	Architecture Elective (3 cr)		
ARCH 821 Building Systems III (3 cr)			
ARCH XXX Architectural History or Theory Option (3 cr) - ARCH 862 Architecture & Standardization presently offered			
Semester 6			
ARCH 802 M.Arch Studio 7 (6 cr)	Architecture Elective (3 cr)	General Elective (3 cr)	
ARCH 880 Practice Models and Strategies (3 cr)			
Total Track I – 81 SCH Track II – 51 SCH	Total – 6 SCH	Total – 3 SCH	Total
Total No. of SCH for Degree – Track I – 90 SCH			
Total No. of SCH for Degree – Track II – 60 SCH			

*SCH; Semester Credit Hours

3. One-Page Faculty Resumés

(in alphabetic order)

Name: Matthew K. Acer, RA, AIA, NCARB

Email: Macer@nyit.edu

Courses Taught:
ARCH 401, ARCH 402, ARCH 372, ARCH 324, AAID 140

Educational Credentials:

2019 - 2020	**Columbia University GSAPP** Master of Science in Advanced Architectural Design
2014 - 2019	**New York Institute of Technology** Bachelor of Architecture

Teaching Experience:

2021 - Present	**New York Institute of Technology** Adjunct Lecturer

Professional Experience:

2022 - Present	**Skidmore, Owings & Merrill** (SOM) Architect
2020 - 2021	**MOS Architects** Architectural Designer
2018 - 2019	**Kohn Pedersen Fox** (KPF) Architectural Intern
2015 - 2018	**Ayuso Architecture** Architectural Intern

Licenses/Registration:

2022 - Present	Registered Architect, New York State (No. 045208)

Selected Publications and Recent Research: N/A

Professional Memberships:
AIA, NCARB

Name: Prof. Carlos T. Acosta Perez (M.Arch.)

Email: cacostap@nyit.edu

Courses Taught (Four semesters prior to current visit):

- SP23
  - ARCH 202-M03(1041)Architectural Design II (Lecture)
- Fall 2023
  - ARCH 201-M03(1014)Architectural Design I (Lecture)
- FALL24
  - AAID 140-M06 (1042)Visualization I (Lecture)
  - ARCH 201-M03(1015)Architectural Design I (Lecture)
  - ARCH 340-M01(1023)Visualization III (Lecture)
- SP24
  - AAID 240-M02(1030)Visualization II (Lecture)

Educational Credentials:

2021-2022 Edition • Yacademy Architecture For Humanity Higher Education Course 2018 - 2021 • Pratt Institute Main, Brooklyn M. Arch Degree
2013 - 2018 • University of Puerto Rico. Rio Piedras Undergraduate Degree in Environmental Design

Teaching Experience:

New York Institute of Technology,Visiting Professor (2022 -present)

Pratt Institute School Of Architecture, Visiting Assistant Professor (2021)

Professional Experience:

Mark Foster Gage Architect - Junior Architect (2022 - Present)

- Elanan Resort / Mark Foster Gage Architects, New York City
- Treyam Resort / Mark Foster Gage Architects, New York City
- Reef Resort / Mark Foster Gage Architects, New York City
- Private mansions / Mark Foster Gage Architects, New York City
- Confidential project / Mark Foster Gage Architects, New York City
- Confidential project / Mark Foster Gage Architects, New York City

Snarkitecture - Intern architect (2021-2022)

- Billionaire Boys Club
- 530 Broadway
- GANT

CAZA Architects - Intern architect (2019 - 2021)
- Manhattan Townhouse
- Camsur Agro-Town
- Camsur Capitol
- The Future Of Work
- Post-Pandemic Retail Environments

Licenses/Registration: -
Selected Publications and Recent Research: -
Professional Memberships: -

Name: Nicholas Agneta, RA

Email:
nagneta@nyit.edu

Courses Taught (Four semesters prior to current visit):
ARCH 772, Environmental Site Planning, Fall 2023; Fall 2024
ARCH 722, Building Systems II, Spring 2023; Spring 2024
ARCH 880, Practice Models + Strategies, Spring 2023; Spring 2024; Spring 2025

Educational Credentials:
Bachelor of Architecture, Cooper Union, 1980

Teaching Experience:
Adjunct Assistant Professor, NYIT 1992-2000; 2013-2025
Adjunct Associate Professor, Pratt Institute 2022-2025
Lectures, NYU School of Professional Studies 1990-2000

Professional Experience:
Nicholas Agneta Architect, Private Practice
Nelligan White Architects 2006-2010
Paris Construction Management 1996 -2000
Ebro Construction Corp. 1992-1996
Hoffman Architects 1990-1992

Licenses/Registration:
Registered Architect, New York. Initial licensure 1986

Selected Publications and Recent Research: N/A

Professional Memberships:

American Institute of Architects – 1990-2010

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Catherine Ahn, RA, AIA
Email: cahn02@nyit.edu

Courses Taught:

Spring 25 AAID 102 Design Fundamentals II Studio, *Bathhouse on Governor's Island*
Fall 24 AAID 101 Design Fundamentals I Studio, *Island Retreat*
Spring 24 ARCH 302 Design IV Studio, *Community Center Design*

Educational Credentials:

2018 – 2020 Princeton University School of Architecture, Princeton, New Jersey, United States
Post-Professional Master of Architecture with Distinction
2004 – 2009 Cooper Union, Irwin S. Chanin School of Architecture, New York, New York, United States
Bachelor of Architecture

Teaching Experience:

2024 – Adjunct Assistant Professor, New York Institute of Technology, School of Architecture and Design
2021 – 2023 Unit Co-Tutor, Summer Workshop Architectural Association Visiting School Seoul, Korea
Concrete Matters, Summer 2023
Matter Matters, Summer 2022
K-Beats: Walking, Observing, Designing the Chronotypes of Seoul, Summer 2021
2019 Assistant-in-Instruction, Undergraduate Advanced Design Studio *HOMESTUDIO* taught by Marshall Brown, Princeton University, Fall 2019
2017 Teaching Assistant, Intermediate Design Studio *City and Building Part II* taught by Jennifer Lee and Pablo Castro, Korean National University of Arts, Seoul, Korea, Fall 2017
2019 – 2024 Guest Juror
Final Review, Undergraduate 4th Year Design Studio (Janet Fink), NYIT, Fall 2024
Final Review, Undergraduate 1st Year Design Studio (Piao Liu & Demir Purisic), City Tech, Fall 2024
Final Review, Undergraduate Junior Studio (Marshall Brown), Princeton University, Fall 2023
Final Review, Undergraduate 2nd Year Design Studio (Janet Fink), NYIT, Fall 2020
Interim & Final Review, Undergraduate 4th Year Urban Design, Planning, and Housing Studio (Ho Kyung Lee), Kean University Michael Graves College
Final Review, Undergraduate Advanced Design Studio (Timothy Collins), City, Spring 2020
Final Review, Undergraduate 1st Year Design Studio (Yong Sy Lyng), National University of Singapore, Spring 2020

Professional Experience:

2023 – Associate, Andrew Franz Architect, PLLC
2021 – 2023 Senior Architectural Designer, Andrew Franz Architect, PLLC
2013 – 2018 Project Architect/ Project Manager, Obra Architects
2009 – 2012 Junior Architectural Designer, SITE

Licenses/Registration:

2023 – Registered Architect in New York State

Selected Publications and Recent Research:

2021 – *Uni(wi)fied: Community-Owned Community-Designed Wi-Fi Structures in Harlem*, New York
Project Co-initiator & Co-lead with Fabrizio Furiassi, in Collaboration with NYC Mesh, Center for Justice Innovation, and Silman. Project invited to Biennale Architettura 2025, curated by Carlo Ratti.
2024 – Community Liaison for *The Story of the BQE*, an Oral History Repository Tracing the Brooklyn-Queens Expressway, Institute for Public Architecture
2020 – 2021 Fellow at the Institute for Public Architecture Fall 2020 Residency: *To Be or Not to BQE* with Julie Chou and Ying Liu
2020 Research on *The Women's School of Planning and Architecture* with Esra Durukan and Sarah Etaat, Princeton Mellon Initiative 2020 Summer Digital Research Project, Princeton University
2019 Research Assistant for Research on *Construction and Demolition Waste in New York City* for Undergraduate Course, URB201 *Introduction to Urban Studies* taught by M. Christine Boyer, Princeton University

Professional Memberships:

2023 – AIA National/ AIA New York State/ AIA Brooklyn

Name: Shane Ah-Siong

Email: sahsiong@nyit.edu

Courses Taught (Four semesters prior to current visit): AAID 102, ARCH.160, ARCH 161, ARCH 162

Educational Credentials:
BDArch, University of Florida, 2019
MDes, Harvard University, Graduate School of Design, 2022

Teaching Experience (3.5 years)
NYIT
Adjunct Assistant Professor: AAID 102 (Design Fundamentals 2)
ARCH 160 (Introduction to History, Theory, and Criticism in Architecture)
ARCH 161 (Global History of Architecture I)
ARCH 162 (Global History of Architecture II)

Digital Ready (in collaboration with BSA)
Instructor: Summer Design Studio (It Takes a Village: Imagining Collective Housing in Boston)

Harvard Faculty of Arts & Sciences School of Theatre, Dance & Media (TDM)
Teaching Fellow: TDM 151 (Foundations in Design: Scenography 1), TDM 167B (Performing for the Internet)

Professional Experience:
One Architecture & Urbanism, Designer, 2023-
New York Institute of Technology, Adjunct Assistant Professor, 2023-
Oulala Studio Co-Founder & Creative Director, 2022-
MAS, Assistant Art Director, 2023
Harvard University, Teaching Fellow, 2021-2022
Nashville Office of Arts & Culture, Social Space LLC, Public Artist in Residence, 2021-2022
Studio G Architects, Environmental Design Intern, 2021
Scott + Cormia Architecture and Interiors, Architectural Designer, 2019-2020

Licenses/Registration: WEDG Associate

Selected Publications and Recent Research:
Ah-Siong, S, Santiago-Pagán, K (2025), “Cross-Oceanic [Post] Colonial Implications:The Puerto Rican Act 20/22 (Act 60) and Mauritian Smart Cities Scheme,” inForma Journal, University of Puerto Rico
Ah-Siong, S, Albert Audrey (2025), “Letters from Generations of Exile: The Chagos Archipelago's Sovereignty Mirage,” Coreia
Co-Author (Ah-Siong, S) (2021), Maudrigosa, Editions Précigraph
Ah-Siong, S, Albert Audrey (2021), “United States of Archipelagos”

Name: Matthias Altwicker AIA NCARB LEED AP

Email: maltwick@nyit.edu

Courses Taught: ARCH 611, ARCH 704 (both MARCH), ARCH 402 (BARCH)

Educational Credentials:
City College of New York Master of Urban Design; May 2007 MUP
Rensselaer Polytechnic Institute Bachelor of Architecture; May 1990 BARCH
Rensselaer Polytechnic Institute Bachelor of Building Sciences; May 1989 BS

Teaching Experience:
Studio Sequence - All studio levels from first year to thesis
Building Technology Sequence – All Building Technology courses
Seminars - Advanced Technology Seminars, Berlin Summer Program Courses

Professional Experience:
3XN-NY Senior Architect (since 2017)
T3– Toronto; 11 story office building; tallest commercial mass timber building in North America, Completed 2024.
BATHURST – Toronto; Mixed use development 3 floors commercial, 14 floors / 350 units. Completion 2025.
MAZZA – Washington D.C. Mixed use development 2 floors commercial, 6 floors /350 units. Completion 2025.

STUDIO A+H Partner (since 2015)
CITY OF YES – new campus zoning throughout the 5 boroughs, envisioning the City of Yes proposals.
SENIOR LIVING ON ATLANTIC AVENUE – 650 units of senior housing with green interior spaces. In planning.
88 MESEROLE – 100 SF residential addition, completed 2024.
111 HICKS STREET – 5,500SF residential renovation and building systems reconfiguration. Completion 2025
MIXED USE COMPLEX – Cocoa Village, FLA; 135 housing units, commercial and public spaces. Competition 2024

Licenses/Registration:
Registered Architect, New York State License number 031731 RA 2007
Registered Architect, Florida License number AR103319 RA 2022
Registered Architect, Massachusetts License number 954122 RA 2023

Selected Publications and Recent Research:
LIVING IN THE SHADE; Exhibition on NYCHA open space research w/ Nicholas Dagen Bloom.
Exhibited at FXC Gallery, LaGuardia Community College, and AIA Center New York, 2025
HOUSING DENSITY; Exhibition on NYC urban planning and housing research; Skyscraper Museum 2020

T3 - TORONTO; Tall Timber – The Future of Cities in Wood. Skyscraper Museum NY; April-November 2024-5
Tall Wood Buildings: Design, Construction and Performance. 3rd edition; Michael Green, Jim Taggart; 2025
“T3 Toronto” Canadian Architect, Fall 2024 Forest Stewardship Council (FSC) Leadership Award; 2023

“Driven to Distraction”; Essay in Architecture In Progress, editors Blumberg / Hall, Taylor & Francis, 2025
“The Unfamiliar”; NCBDS Conference of the Beginning Design Student, Fargo ND, May 2023

Professional Memberships:
Leadership in Energy + Environmental Design Accredited Professional LEED AP
American Institute of Architects New York Chapter AIA
Roosevelt Island Historical Society Board Member

Name: Mr. Daniel Avilan Medina

Email: davilam@nyit.edu

Courses Taught (Four semesters prior to current visit): Arch 340 – Visualization III, Arch 201, Arch 202

Educational Credentials: RIBA Part II Bartlett School of Architecture, MArch Urban Design – Bartlett School of Architecture, BArch University at Buffalo School of Architecture and Planning

Teaching Experience: New York Institute of Architecture, Pratt School of Architecture and Design

Professional Experience:
Rockwell Group // New York, USA
Project Manager /Architectural Designer
July 2023 – Present

Foster + Partners // New York, USA
Project Manager / Architectural Designer
November 2021 - July 2023

Shigeru Ban Architects America // New York, USA
Team Lead / Architectural Designer
November 2020 - November 2021

Kohn Pedersen Fox // New York, USA
Architectural Designer
November 2019 - November 2020

O-Office Architects // Guangzhou, China
Architectural Intern
June 2018 - October 2018

Handel Architects LLP // New York, NY, USA
Architectural Intern
January 2016 - September 2016

Professional Memberships: NCARB, AIA

Arthur Azoulai

Email: aazoulai@nyit.edu

Courses Taught: ARCH 340

Educational Credentials:
University of Pennsylvania; May 2011 MARCH
Canergie Mellon University: May 2010 BARCH

Teaching Experience:
3D Printing Seminars - with Francis Bitonti, at FIT Accelerator and in London
New Skins Textiles & Shoes Workshop - Brooklyn Fashion + Design Accelerator (BFDA)
Workshops at NYIT - Mid-Level / Advanced Grasshopper

Professional Experience:
Slicelab Co-Founder & Designer (since 2012)
FREEFORM SPORTS – Product Design and DfAM of Atheltic protective padding for NCAA and NFL athletes. Ongoing
VELOX AI – AI-driven 3D-knit footwear with a lattice-structured midsole. 2024
WEF AWARD – World Economic Forum Award Design. 2023

Rockwell Group Associate(since 2015)
KSA Project – 150,000 SQM Multiple typologies - Architecture + Interiors. Completion 2027
Pier 17 – Rooftop Bar, Winter Village (Ice Rink + Pavilions) + Ground Floor Facade renovations, completed 2018 & 2020
Blue School – 45,000 sf - 3 Floor building Renovation in Downtown NYC, completed 2018.
Hudson Yards - PEAK – 5,000 SF Observation Deck, and Rooftop Restaurant and Event Space, completed 2020.

Selected Publications and Recent Research:
"Computational Design at All Scales" – CDFAM Computational Design for Additive manufacturing Conference, New York, NY, October 2024

AUTODESK - Pier 9 Residency Research Exhibition 2015

"Praxis of Flow" – Project in New Normal, editors Univeristy of Pennsylvania, W. Dubbeldam, R. Snooks, F. Kolatan, 2011

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Carlos J. Balza Gerardino, MS

Email: cbalzage@nyit.edu

Courses Taught: (Four semesters prior to current visit):
AAID101 Design Fundamentals 1 (FA23 – FA24)
AAID140 Visualization 1 (FA23 – FA24)
ARCH601 Studio 1 (FA23 – FA24)
AAID102 Design Fundamentals 2 (SP24 – SU24 – SP25)
AAID240 Visualization 2 (SP24 – SU24 – SP25)
ARCH791 Special Studies in Architecture (SP24 – SP25)

Educational Credentials:
Master of Science, Architecture (Post-Professional). Pratt Institute (2021)
Master of Architecture (First Professional). Texas Tech University (2019)
Bachelor of Science, Architecture. Texas Tech University (2018)

Teaching Experience:
Kean University: ARCH1602 Theory II // ARCH1601 Theory I // ARCH4207 History 7: The Diagonal Line
University of Pennsylvania: ARCH 710 Contemporary Theory: 1993-present. Core AAD theory seminar
Pratt Institute: MSUD901 Design Studio I: Mediums and Methods // MSARCH901 Design Studio I: Mediums and Methods // MSARCH902 Design Studio II: Speculating on Architectural Mediums

Professional Experience:
Harrison Atelier: Architectural Designer (2021 – 2023)
THR3E Design: Architectural Intern (2019 – 2020)
SLA Architects: Architectural Intern (Summer 2018)

Licenses/Registration: N/A

Selected Publications and Recent Research:
BLACK STAR RISES Black Star Rises by Carlos J. Balza Gerardino | Blurb Books
THE ANTHROPO[S]CENE The Anthropo[s]cene by Carlos J. Balza Gerardino | Blurb Books
New Old New York City New Old New York City | Places Journal

Professional Memberships: N/A

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Kevin Baxter, RA

Email: kbaxte03@nyit.edu

Courses Taught : First Year

Educational Credentials: March, BDesign

Teaching Experience: NYiT First Year Design Fundamentals, 2024 to present.

Professional Experience: 25 Years, including Principal and Founder of Baxter Projects

Licenses/Registration: New York State Registered Architect

Selected Publications and Recent Research: Building with structural straw panels, and other low carbon materials.

Professional Memberships: NCARB

Name: John Bermudez

Email:jbermu03@nyit.edu

Courses Taught:
AAID 101 Design Fundamentals I
ARCH 704 Design Studio
ARCH 723 Material Tectonics
AAID 102 Design Fundamentals II
ARCH 727 Construction Documents
ARCH 644 Architectural Visual Communication II

Educational Credentials:
B.Arch., New York Institute of Technology

Teaching Experience:
Visiting Assistant Professor, NYIT, 2014-Present

Professional Experience:
Architect Designer, IH Design Studio 2014 to present day
Collaborator, etal-collaborative 2013 to present day. Krajewski Architect 2016 to present day.

Licenses/Registration:
Selected Publications and Recent Research:
Sleep Innovations (Currently Innocore Comfort) Showroom.
http://etal-collaborative.com/#/http/wwwsleepinnovationscom/
Casa Galicia Cultural Center
http://etal-collaborative.com/#/casa-galicia/
Alumni Flatbush
http://etal-collaborative.com/#/alumni-flatbush/
Currently researching:
- The use of ICF in residential Design and Construction (a BIM perspective)
- Graphical Representation in Architectural Visualization.
- Use of Parametric Design and Generative Algorithms for Computational Architecture.
- Interoperability of BIM and Parametric Design Software.

Professional Memberships:
AIA

Name: Ezio Blasetti

Email: eblasett@nyit.edu

Courses Taught (Four semesters prior to current visit):

2025 Spring	**AAID 102 Design Fundamentals II**
2024 Fall	**AAID 101 Design Fundamentals I**
2024 Spring	**AAID 102 Design Fundamentals II**

Educational Credentials:

2006	**Columbia University, Graduate School of Architecture, Planning & Preservation** Master of Science in Advanced Architectural Design
2005	**National Technical University of Athens** Professional Diploma in Architecture & Engineering (M.Arch Equivalent)

Teaching Experience:

2012 - 2024	Senior Lecturer, Weitzman School of Design, University of Pennsylvania
2007 - 2024	Visiting Associate Professor, School of Architecture, Pratt Institute
2020	Visiting Lecturer, The New Centre for Research & Practice
2017 - 2019	Visiting Lecturer, Yale School of Architecture
2006 - 2016	Adjunct Assistant Professor, GSAPP, Columbia University
2013	Visiting Faculty, Irwin S. Chanin School of Architecture, Cooper Union
2013	Visiting Faculty, A. Alfred Taubman College, University of Michigan
2012	Visiting Faculty, The Bartlett School of Architecture, University College, London
2010 - 2011	Adjunct Professor, School of Architecture, Rensselaer Polytechnic Institute
2011	Visiting Faculty, Southern California Institute of Architecture
2008	Visiting Faculty, Architectural Association, London

Professional Experience:

2011 - present	Maeta Design llc, New York, Athens | founding partner
2009 - 2012	Ahylo Studio, Athens | founding partner
2008 - 2010	Serge Studio, New York | founding partner
2006 - 2009	Biothing, New York | advanced computational geometry design
2006 - 2008	Acconci Studio, New York | project architect
2006	Studio Daniel Libeskind, New York | graduate architect

Licenses/Registration:

2005 - present	Technical Chamber of Greece (TEE-TCG) - Registered Professional Architect

Selected Publications and Recent Research:

2022 Acadia 2022 Hybrids & Haecceities | “Nanotectonica SEM-GAN: The Strange Materiality of Subvisible Bodies”
2021 Future Airports | ORO Editions; edited by Ali Rahim
2020 CAADRIA 2020 | RE: Anthropocene | “3D Architectural Form Style Transfer through Machine Learning”
2018 Log 44 | Anyone Corporation | #digitaldisobediences manifesto
2018 57 Pavilions | Applied Research and Design Publishing, ORO Editions; edited by Andrew Saunders
2018 Asset Architecture 3 | ORO Editions; edited by Ali Rahim
2015 Mythomanias | publisher: Puctum Books, Publication on Comput-DIY Projects

Professional Memberships:

2005 - present	Association of Registered Architects of Greece (SADAS-PEA) - Registered member

Name: Trudy Brens, M.Arch., AIA, NOMA
Email: gbrens@nyit.edu

Courses Taught: Arch-301 Architectural Design III; Arch-302 Architectural Design IV

Educational Credentials:

M.ARCH., Architecture, Parsons School of Design, New York, NY
School of Constructed Environments, Graduated with Dean's Distinction
Professors: Amir Ameri, Lise Anne Couture, Harold Fredenburgh, Sharon Haar, Sandro Marpillero, Brian McGrath, Joel Sanders, Mabel O. Wilson, Jean Gardner

Summer Studio, Architecture, Columbia University, New York, NY
Graduate School of Architecture, Planning and Preservation Professor: Evan Douglis

B.S.A.T., Architectural Technology, New York Institute of Technology, Old Westbury, NY
School of Architecture and Design, Bachelor of Science

Teaching Experience:

Architecture Studio courses, Visualization sequence, History / Theory, Interior Design Studio

Academic Experience:

Chair and Associate Professor, Department of Architecture
School of Architecture and Design, New York Institute of Technology, New York, NY
Director, Interior Design Department
School of Architecture and Design, New York Institute of Technology, New York, NY
Visiting Assistant Professor, Second Year Studio Coordinator for B.ARCH + BS.AT programs

Professional Experience:

Brens + Petruccelli Architects, Founder Partner
Research | Architecture | Interiors Design| Furniture Design| Space Planning
Research and design studio focused on interdisciplinary projects

Kohn Pedersen Fox, Architect

2002 MOMA Museum of Modern Art, New York, NY
370,000 Sq. Ft. Exhibition Halls, Education and Retail Spaces, Construction Documents
2001 5 Times Square Ernst and Young Headquarters, New York, NY
958,000 Sq. Ft. Headquarters, Office and Retail Space, Schematic Design to Construction Documents, Construction News Best of 2001 Award
2000- Gannet / USA Today Headquarters, McLean VA
1999 30 Acre Site, 820,000 Sq. Ft. Headquarters, Schematic Design to Construction Documents
AIA National Chapter Honor Award of Architecture
1998 Children's Hospital of Philadelphia, Philadelphia, PA
792,000 Sq. Ft. Façade Renovation and Expansion for Education and Research
1997 College for Creative Studies, Detroit, MI Master Plan

Licenses/Registration:

Professional Architecture License Number 031316-1 in the State of New York, with academic and professional experiences in multiple scales of design projects.

Selected Publications and Recent Research:

The Architecture of Exhibitions: Experimental Design
Community Resilience at the Venice Biennale (2021-2023)

Professional Memberships:

American Institute of Architects – AIA
National Organization of Minority Architects - NOMA

Name: Marta Caldeira, Ph.D

Email: Marta.Caldeira@nyit.edu

Courses Taught (Four semesters prior to current visit):

AAID 160 *Introduction to Architectural History, Theory, and Criticism*, Undergraduate Core Lecture
ARCH 161 *Global History of Architecture I*, Undergraduate Core Lecture
ARCH 162 *Global History of Architecture II*, Undergraduate Core Lecture
ARCH 361 *Architecture and Solidarity in Latin America*, Undergraduate History and Theory Seminar

Educational Credentials: Ph.D, MPhil, MSAAD, Professional Diploma in Architecture (6 years)

Teaching Experience: 19 years

2023 - ***Assistant Professor***, School of Architecture and Design, New York Institute of Technology
2020 - 2023 ***Senior Lecturer in Architecture***, Yale School of Architecture, New Haven
2019 - 2023 ***Director of Research***, Yale Urban Design Workshop, Yale School of Architecture, New Haven
Spring 2023 ***Adjunct Assistant Professor***, GSAPP, Columbia University
Fall 2021 ***Acting Chair,*** Master in Environmental Design (MED), Yale School of Architecture, New Haven
2011 - 2020 ***Lecturer and Critic in Architecture***, Yale School of Architecture, New Haven
Fall 2013 ***Adjunct Assistant Professor***, GSAPP, Columbia University
2006 - 2010 ***Assistant Instructor***, GSAPP, Columbia University

Professional Experience:

2002 - 2006 ***Project Architect***, Eisenman Architects, New York
2000 - 2001 ***Designer*****,** Gonçalo Byrne Arquitectos, Lisbon, Portugal

Licenses/Registration: Ordem dos Arquitectos, Portugal (#9146)

Selected Publications and Recent Research:

• **Research:** ***Inter-American Housing Center (CINVA) and Planning and Urban Studies Research Center (CEPEU): Laboratories of Architecture and Solidarity in Latin America*** - NYIT ISRC Research Grant (2024-25).

• **"La Imaginación Crítica y la Cuestión de la Descripción Urbana,"** in *Aldo Rossi, Hoy: Conversaciones Ibéricas*, ed. Francisco González de Canales (Madrid: Asimetricas, 2024).

• **Research:** ***Architecture and Property Project (APP)*** - Research collective member, University of Toronto, University of Rochester, Harvard University (2023-2024).

• "**Notes on Architecture and Atopia,**" in *Perspecta 54: Atopia* (Cambridge, MA: The MIT Press, 2022).

• "**EU08: Contraplan,**" in *Radical Pedagogies* (Cambridge, MA: The MIT Press, 2022).

• "**The Subaltern City: Revisiting the Materialist Critique of Urban Form,**" *The New Urban Condition: Criticism and Theory from Architecture and Urbanism*, eds. L. Medrano, L. Recamán, and T. Avermaete (London-NY: Routledge, 2021).

• ***Architecture, History, and the City: Reconceptualizing Architectural Modernity Between Italy and Iberia, 1968-1980****,* Ph.D Dissertation, Columbia University (2018). Advisor: Reinhold Martin.

• **"The Education of an 'Architect-Urbanist': Manuel Solà-Morales and Urban Pedagogy at the ETSAB,"** in *FAmagazine*, n.38 (October-December 2016).

• **"The Building is the City is the Building,"** in *The Building*, José Araguez ed. (NY: Lars Muller Publishers, 2016).

• "**As Outras Práticas da Arquitectura (The Other Practices of Architecture),"** *Jornal dos Arquitectos* (2013).

• "***Batallas sin Cuartel*****: Rogers e la cultura architettonica catalana (1958-1969),"** in *Ernesto Nathan Rogers: 1909-1969*, Chiara Baglione ed. (Milan: Franco Angeli, 2012).

Professional Memberships:

Society of Architectural Historians (SAH), US; European Architectural History Network (EAHN), EU

Name : Briana Callender

Email : bcallend@nyit.edu

Courses Taught :

- Visualization I
- Visualization II
- Design Fundamentals II

Educational Credentials:

- Bachelors of Architecture, New York Institute of Technology

Teaching Experience:

- Tutor / Teaching Assistant, Equality Charter School (2019-2023)
- Adjunct Professor, New York Institute of Technology (2024 – Present)

Professional Experience:

- Architectural Designer / Draftsman, Errol Mcintosh, R.A (2023 – Present)

Licenses/Registration:

- N/A

Selected Publications and Recent Research:

- National 2023 Study Architecture Student Showcase

Professional Memberships:

- National Organization of Minority Architects, (2022 – Present)
- American Institute of Architects, (2022 – Present)

Name: Christian Camacho RA (NY), NCARB

Email: ccamac03@nyit.edu

Courses Taught:

- Arch 821 - Building Systems III
- Arch 310 – Structural Design
- Arch 481 – Professional Practice
- Arch 413 – Architectural Simulations and Fabrication Optimization

Educational Credentials:

- Master of Science in Advanced Architectural Design - Columbia University
- Bachelor of Architecture – The City College of New York
- Associate in Architectural Technology – New York City College of Technology

Teaching Experience:

Christian has taught a wide range of courses in his decade long academic career. Courses ranging from first year design studios up to advanced design studios. These range from conceptual design to the development of building and urban designs. He has also taught a variety of seminars from structural steel design, building systems, and professional practice. His teaching background brings together his experiences of teaching at various architecture schools, such as; Pratt Institute, The City College of New York, New York City College of Technology, and the University of Pennsylvania.

Professional Experience:

Christian Camacho is a New York City-based architect. He has worked for reputable firms such as Alvaro Siza Vieira, Pei Cobb Freed and Partners, Asymptote Architecture, and System Architects, where he currently holds a position as Partner. His decade long experience spans institutional, residential, and commercial projects that explore formal and highly contextual design solutions. Most notably he was the project lead for the 187-F Un-Historic Townhouse in NYC, which has won numerous awards and was unanimously approved by the Landmarks Preservation Commision.

Licenses/Registration:

New York State License No. 044676

Selected Publications and Recent Research:

- 2021, Cities in a Changing World: Questions of Culture Climate and Design. The Spirit of Place: Home, work and the space between (phenomena heightened by COVID-19).
- 2021, Materiality: Brick and block in contemporary architecture, Brickworks. Editor/Curator: Ron Ringer.
- 2020, Architecture AU—Issue Jan/Feb 2020—and digitally posted: An audacious architectural proposition: Unhistoric Townhouse.
- 2020, Arketipo.
- 2019, SMART Dynamics of Masonry.
- 2016, Open Gaza: Architectures of Hope, "Redrawing Gaza" Editor: Terreform (New York).

Professional Memberships: NCARB

Name: Associate Professor Frances Campani, M.Arch, R.A.

Email: fcampani@nyit.edu

Courses Taught: ARCH 301, ARCH 302, ARCH 272, ARCH 361

Educational Credentials:

B.A., Art History and History, SUNY Stony Brook
M.Arch, GSAPP Columbia University

Teaching Experience:

Columbia and Barnard Colleges: Drawing classes.
GSAPP Columbia University: The Figure in Architecture.
NYIT SoAD: Drawing and Visualization (predecessor to the current visualization sequence), all design studios, Environmental Site Planning, various courses in the history sequence

Professional Experience:

Campani and Schwarting Architects, Partner, 2000-present
Frances Campani Architect, Sole Practitioner, 1985-2000
Conrad Levenson Architect, Designer and Draftsperson, 1982-1985
Frances Campani, Painter 1976-present

Licenses/Registration:

Registered Architect NYS

Selected Publications and Recent Research:

The Aluminaire House, Jon Michael Schwarting and Frances Campani, 2024 Gibbs-Smith Books
Figure and Form, exhibitor, Reboli Center for Art and History, Stony Brook, NY, 2025
Reconstruction of the 1931 Aluminaire House, Campani and Schwarting-Historic Architects, 2023-24

Professional Memberships:

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Michelle Cianfaglione, AIA, NCARB

Email: mcianfag@nyit.edu

Courses Taught:
AAID 501 Thesis, AAID 502 Thesis, A402 Community Engagement, A301 Housing Studio, A302 Theater Design

Educational Credentials:

2006 Masters in Architecture, The University of Pennsylvania, Philadelphia, PA
2005 The Connecticut AIA Charles DuBose Scholarship, based on Academic Achievement
2005 Dales Traveling Scholarship, based on Portfolio Competition
2005 Summer Japan Program, The University of Pennsylvania, Design Build Workshop, Research Project, Sketch Books
2002 BPS with a Major in Architecture, The University at Buffalo, New York
2002 Summer 'Artifact in Context', Rhode Island School of Design, Rome Italy, Design Studio, Research, Sketch Books

Teaching Experience:

The New York Institute of Technology, Adjunct Assistant Professor
2010- Present

AAID 101 and AAID 102, Design Fundamentals I and II Studio
A160 History/Theory
Experiencing Architecture Summer Program, Lecture and Design Studio
Visualization 1 and 2
Furniture Design
A501, A502, Thesis Research and Design
A301 Housing Studio and A302 Theater Studio

Parsons the New School for Design, Part Time Lecturer
2015-2013

Drawing 2D, AAS Program, Interior Design; Post Graduate, Accelerated
Representation and Analysis, BFA Interior Design second year,
BFA second year Design Studio in Architecture
2014 Summer Intensive Studies Program, Rep. and Analysis for Interior Design

Professional Experience:

2016- Present
Cofounded EXD Architecture, PLLC with Victoria Benatar, Architecture and Interior Design Studio NYC,
'We believe design is a conduit for positive transformation',

2013-2016 Founded MCDW Architecture, PLLC
2007-2010 Design Architect and Project Manager at James Harb Architects, New York, NY
2006- 2007 Design Architect at Studio Daniel Libeskind
2003 Design Architect at Rockwell Group

Licenses/Registration:

Registered Architect in New York State
NCARB Certification- multi state licenser

Professional Memberships:

American Institute of Architects, Center of Architecture NYC

Name: Robert Cody, AIA, NCARB, LEED AP

Email: rcody@nyit.edu

Courses Taught (Four semesters prior to current visit):
ARCH 221, Building Construction 1, Fall 2023
ARCH 401, Integrative Design V, Fall 2023
ARCH 222, Building Construction 2, Spring 2024
ARCH 705, M. ARCH Studio 5, Spring 2024
ARCH 401, Integrative Design V, Fall 2024
ARCH 705, M. ARCH Studio 5, Spring 2025

Educational Credentials:
Bachelor of Architecture, New York Institute of Technology, 1993

Teaching Experience:
Full-Time Teaching Associate Professor, 2019-Present
Adjunct Associate Professor, 2013-2018
Adjunct Assistant Professor, 2007-2013

Professional Experience:
Amoia Cody Architecture, DPC, Partner, 2003-present – www.amoiacody.com
MDS+A, Associate Principal, 2004-2018 – www.mdsnyc.com
Bechard Richlan Szerbaty + Associates Architects, Associate, 2002-2004 - https://mdsnyc.com/projects/west-brighton-community-center/
Kohn Pedersen Fox Architects, 1999-2002 – www.kpf.com/project/museum-of-modern-art
Bechard Richlan + Associates Architects, 1998-1999 – www.mdsnyc.com/projects/roseland-commercial-development/
Jeffrey M. Brown Associates, Design and Construction Manager, 1996-1998
Create Architecture LTD, Associate Principal, 1996-1998 - www.createworldwide.com
Silberstang Architects, 1994-1996 - https://www.houzz.com/hznb/projects/manasquan-reservoir-environmental-center-pj-vj~2458277

Licenses/Registration:
Registered Architect, New York. Initial licensure 2003

Selected Publications and Recent Research:
Alvar Aalto and Future of Architecture, Published by Routledge, September 2022.
Alvar Aalto and Urban Design, Under Contract with Routledge, Estimated Fall 2025.

Professional Memberships:
LEED AP
AIA, Brooklyn Chapter
NCARB
CalOES

Name: Maria Cumella

Email: mguendji@nyit.edu

Courses Taught: ARCH 201 and ARCH 202

Educational Credentials:
2004 - New York Institute of Technology, BARCH (Architecture)
2000 - New York School of Interior Design, BFA (Interior Design)

Teaching Experience:

Fall 2009 - Spring 2025:	**New York Institute of Technology, Old Westbury, New York - Adjunct Professor**
	All Architectural Studio Levels from 2nd Year Through 5th Year
	Second and Third Year Architectural Design Studio Co-Coordinator
2022 - Present	Second Year Architectural Design Studio Co-Coordinator
2020 - Present	Second Year Architectural Design Studio, Adjunct Professor
2018 - 2019	Thesis Architectural Design Studio, Adjunct Professor
2010 - 2013	Third Year Architectural Design Studio Co-Coordinator
2010	Fourth Year Architectural Design Studio, Adjunct Professor
2009 - 2018	Third Year Architectural Design Studio, Adjunct Professor

Professional Experience:

2014 - Present:	**Cumella Architects, New York - Partner**
	Architectural Designer
2019	Frame House - Veracruz Mexico - Built, Single Family Private Residence
2018	Pavilion Garden House - Cocoyoc Mexico - Unbuilt Private Residence
2016	Perimeter House - Veracruz, Mexico - Built Private Residence
2014	Four Courtyard House - Veracruz, Mexico - Built Private Residence
2004 - 2009	**Richard Meier & Partners Architects, New York, New York**
	Architectural Designer
2009	OCT Clubhouse - Shenzhen, China
	Convention Center, Restaurant and Fitness Facility - Master Planning and Design
2008 - 2009	Handsmooth House - South Oxfordshire, England - Private Residence and Guest House
2007	ECM Radio Tower - Prague, Check Republic - Office Building Café
2007	Warsaw Tower Competition - Warsaw, Poland - Residential Building Complex
2007	Bellport House - Bellport, New York - Private Residence and Guest House
2007	Hamburg America Center - Hamburg, Germany - Office Building
2006 - 2007	St. Denis - Paris, France - Office Building
2005 - 2006	On Prospect Park - Brooklyn, New York - Condominium Building
2005	Krakoff House - Palm Beach, Florida - Private Residence and Pool House
2003	**Fink & Platt Architects, New York, New York**
	Internship
	Thompson Residence, New York
	Delamater Residence, New York
	Ebert and Lieberman Residence, New York

Selected Publications and Recent Research:
Project Architectural Designer Participation recognized within the following:
Richard Meier Architect, Volume 6, published 2014 Architect Magazine, August 2013; student edition April 2013
Richard Meier Architect, Volume 5: 2004-2009, published 2009
GA Houses, Project 2007, Volume 98, published March 2007

Name: David Dávila Assoc. AIA

Email: ddavil02@nyit.edu

Courses Taught:

ARCH 202 Architectural Design 2 Spring 2025
AAID 101 Design Fundamentals 1 Spring 2025
ARCH 201 Architectural Design 1 Fall 2024
ARCH 301 Architectural Design 3 Spring 2024

Educational Credentials:

2022 Master of Architecture, Rhode Island School of Design
2022 Certificate in Collegiate Teaching in Art and Design, Rhode Island School of Design
2018 Bachelor of Design in Architecture, University of Central Florida

Teaching Experience:

2024-Present Adjunct Instructor– NYIT School of Architecture and Design
ARCH 202: Architectural Design 2 SP 2025
AAID 101: Design Fundamentals 1 SP 2025
ARCH 201: Architectural Design 1 FA 2024
ARCH 301: Architectural Design 3 SP 2024

2024-Present Adjunct Lecturer– CUNY Spitzer School of Architecture
ARCH 12000: Visual Studies 2 SP 2025
ARCH 23000 Core 3: Cities FA 2024

2021 Graduate Instructor– RISD Department of Architecture
ARCH 1530: Transcalar Marks W 2021

Professional Experience:

2022-2024 **Junior Architectural Designer**– Architecture in Formation
2021 **Visual Designe**r– Center for Complexity, RISD
2021 **Co-educator**– Downcity Design
2019-2020 **Design Research Assistant**– Studio Euonym
2019 **Junior Architectural Designer**– AIM Studio
2016-2017 **Architectural Designer**– Miguel Calzada Arquitectos

Selected Publications and Recent Research:

Dávila, David, "Sacred pleasures : a patronage festival of the erotic and play" (2022). *Masters Theses*. 865.

Professional Memberships:

2022- Present Associate AIA

Name: John DeFazio AIA

Email: jdefaz01@nyit.edu

Courses Taught: ARCH 501 & 502, Thesis

Educational Credentials: B Arch Sciences, NYIT, Old Westbury, NY, 1979

Teaching Experience:

Drexel University, Westphal College, Architecture, Interior & Urban Design1992-Present, Senior Project, Arch Studio 2-3.3-4. 5-6, Architecture in Film, Architectural Theories 1650-1900, Art & Architectural Theories 1900-Present, Frank Lloyd Wright: Theories & Work , Study Abroad Amsterdam & Netherlands, Study Abroad Barcelona & Catalonia, Study Abroad Japan

Other Teaching Experience:
Adjunct Professor, University of Pennsylvania, Graduate Architecture Studio w/ Steven Izenour, 1985

Adjunct Professor of Architecture, Spring Garden College, Philadelphia, 1986-1992,
Ancient Art and Architectural History Medieval Art and Architectural History, Renaissance Art and Architectural History, 19th & 20th Century Art and Architecture History & Theories, Medieval Art and Architecture History, Second & Third Year Design Studio, Thesis

Adjunct Professor of Landscape Architecture, Rutgers University, New Brunswick, NJ, 1999-2000, Graduate Urban Planning, Housing Studio

Adjunct Professor, Pratt Institute, Brooklyn NY, 2008, Fourth Year, Prefabrication/Modular Design Studio

Professional Experience:

Principal, JOHN DeFAZIO AIA, Architect 1986 – Present

Founder, Executive Director, Raymond Farm Center for Living Arts and Design, New Hope, PA, 2014 – Present

1983-1986 Venturi, Rauch and Scott Brown, (VSBA) Philadelphia PA

Licenses/Registration: New York, New Jersey,

Selected Publications and Recent Research:

NJ Towns-- Urban & Suburban Design in the Coming Decade, Editor and Contributor
Special Issue Urban Planning AIA NJ Journal Spring 1994
Grom, Meaning Without Words, 1995, a monograph on the life and work of Bogdan Grom
Au Contraire: Resent Paintings of Eric Busch, 1997, Catalogue

Best in Show: Resent works of R. R. Zakanitch; For Flash Art Magazine; 2003, Aggressive Goodness Series, Robert Rahway Zakanitch, Art In America, May 2005; Why Beauty, The Hang Garden Series by Robert Zakanitch, 2013

Process, Narofsky Architecture @ 25, a monograph, preface, 2008

Zakanitch, A monograph on the life and work of Robert Zakanitch, May 2016

After Wright— Rudolf Schindler, Richard Neutra, Antonin and Neémi Raymond: Pathfinders of Regionalism, RD (Residential Design) Magazine vol 1-2018 RD, 2018

DETAILS, details: The Prose and Poetry of l Construction Part 1 ,RD (Residential Design)
Magazine vol 1-2019 RD, 2019

Professional Memberships: AIA New York, AIA National CRAN

Mame: Nicholas DeFelice, P.E.

Email: ndefelic@nyit.edu

Courses Taught: ARCH 211, ARCH 310, ARCH 311, ARCH 312, ARCH 313, ARCH 411 and ARCH 412

Educational Credentials:
1981-Master of Engineering (Civil), Manhattan University

1977-Bachelor of Engineering (Civil), Manhattan University (Summa Cum Laude)

Teaching Experience:
Instructor, Manhattan University, 1981
Assistant Professor, New York Institute of Technology, 1989-1997
Associate Professor, New York Institute of Technology, 1997-present

Professional Experience:
Nicholas J. DeFelice, PE (2001- Present)
New York City DOT, 1988 – 1989
BJLJ, P.C., 1987 – 1988
Gruman Aircraft Systems, 1983 – 1987
Burns & Roe, Inc., 1981 - 1983
Robert Silman Associates, 1980 – 1981
Charles T. Main, 1979 - 1980
PRC Harris, Inc., 1977 - 1979

Licenses/Registration:
Registered Professional Engineer, New York State License number 059090 PE 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
American Society of Civil Engineers

Name: Matias del Campo, PhD

Matias del Campo is an Austrian architect, educator, and theorist recognized for his pioneering work in computational design, artificial intelligence in architecture, and digital fabrication. He is the co-founder together with Sandra Manninger, of **SPAN**, a practice focused on the intersection of advanced digital design and material exploration. del Campo is an **Associate Professor of Architecture at the Newy York Institute of Technology, SoAD**, where he also serves as the **Director of the MS_ACT, the Master in Architecture and Computational Technologies**. His work has been widely exhibited, including at the Venice Architecture Biennale, the Beijing Architecture Biennale, the FRAC and the MAK in Vienna.

Name: Matias del Campo
Email: mdelcamp@umich.edu

Courses Taught (Four semesters prior to current visit):

- Fall 2024 Arch 701 MS_ACT + MS_AHD
- Fall 2024 Arch 501/ LI-OW
- Winter 2023 M.Arch: Arch509 Seminar: Architecture & Artificial Intelligence
- Winter 2023 M.Arch: Arch662 Thesis Studio: 3[D] Dreams, Data & Diffusions

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Educational Credentials:

- Magister Architecturae (March), University of Applied Arts Vienna
- Doctor of Philosophy (Ph.D.), Royal Melbourne Institute of Technology

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Teaching Experience:

- **2024 – Present** Associate Professor, **New York Institute of Technology**
- **2018 – 2024** Associate Professor, **Taubman College of Architecture and Urban Planning**, University of Michigan
- **2021 - 2024** Affiliate Faculty, **MIDAS** (Michigan Institute of Data Science), University of Michigan
- **2019 - 2024** Affiliate Faculty, **Michigan Robotics**, University of Michigan
- **2021** Visiting Professor, **University of Pennsylvania Weitzman School of Design**

Professional Experience:

- **2003 – Present** Co-Founder & Principal, **SPAN**
- **2020 – 2024** Director, **Architecture and Artificial Intelligence Lab (AR2IL)**, University of Michigan
- **1996 – 2003** Project Designer & Computational Design Officer, Atelier Hans Hollein, Vienna

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Licenses/Registration:

- **Bureau Architectenregister Netherlands**

Selected Publications and Recent Research:

- *Neural Architecture: Design and Artificial Intelligence* (ORO, 2022)
- *Diffusions in Architecture* (Wiley 2024)
- *Artificial Intelligence and Architecture* (AD – Wiley 2024)
- *Machine Hallucinations – Architecture and Artificial Intelligence* (AD – Wiley 2022)
- *Evoking through Design* (AD – Wiley 2017)

Professional Memberships:

- **ACADIA** (Association for Computer Aided Design in Architecture)

Matias del Campo's research and professional work continue to shape the discourse on AI, computation, and design methodologies in architecture, influencing both theoretical inquiry and practical applications.

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: MARCELLA DEL SIGNORE, RA

Email: mdelsign@nyit.edu

Courses Taught

Graduate: Arch 802_ Design Studio 7 (M.Arch); Arch 701_ Urban Design Studio I (MS.AUD);
Arch 702_ Urban Design Studio II (MS.AUD)
Undergraduate: Arch 502_ Architectural Design VIII (B.Arch)

Educational Credentials:

2006-07 MS. in Advanced Architectural Design, Columbia University, GSAPP, New York
1998-04 Master of Architecture (Laurea Magistrale), Sapienza University School of Architecture, Rome
2001-02 Erasmus Program, Universidad Politecnica E.T.S.A.M., School of Architecture, Madrid

Teaching Experience:

2017 - present **New York Institute of Technology**, School of Architecture and Design
Associate Professor; Director, MS. in Architecture, Urban Design

2008-17 **Tulane University**, School of Architecture
Professor of Practice / Assistant Professor; Director, Study Abroad Program, Rome
Endowed Professor, Taylor Center for Social Innovation and Design Thinking

2015-17 **IaaC- Institute of Advanced Architecture of Catalonia**
Visiting Faculty, Master in City and Technology; Director, Global Summer School, New York

2012-16 **IN/ARCH _ Italian National Institute of Architecture**
Visiting Faculty, Master in Emerging Technologies

2015-16 **University of Trento** School of Architecture and Engineering
Design Studio Faculty – Urban Design

2015-16 **University of Waterloo** School of Architecture, Rome Program
Design Studio Faculty – Architectural Design

2010 **Penn State** College of Art and Design, Rome Program
Lecturer

2008 **Architectural Association**
Visiting Teacher Program

2006-07 **Barnard + Columbia University**
Design Tutor

Professional Experience:

2008-pr. **X-TOPIA**, Principal, New York
2006 **RICHARD MEIER**, Project Assistant, New York
2005 **EISENMAN ARCHITECTS,** Project Assistant, New York
2003-04 **LABICS ARCHITECTS**, Project Assistant, Rome
2002 **ABALOS Y HERREROS**, Project Assistant, Madrid

Licenses/Registration:

Registered Architect, n.459, Board of Architects, Urban Planners and Preservationists, Terni, Italy

Selected Publications and Recent Research: Books

2020 **Data, Matter, Design: Strategies in Computational Design,** Routledge,
2018 **Urban Machines: Public Space in a Digital Culture,** LISTLab; ORO Editions
2018 "**Recalibration: On imprecision and infidelity"** Paper and Project Proceedings
2017 **7 Strategies for Urbanism,** University of Trento Press

Professional Memberships:

Board of Architects, Urban Planners and Preservationists – Terni, Italy – since 2006
AIA Int.l Assoc. | AIA New York Chapter - AIA number: 39253334 – since 2020

NAAB January 2025

Name: David Diamond

Courses Taught (previous 4 semesters)**:**

Fall 2022	ARCH 704 – M.ARCH Studio 4
Spring 2023	ARCH 602 – M.ARCH Studio 2
Fall 2024	ARCH 704 – M.ARCH Studio 4
Spring 2025	ARCH 602 - M.ARCH Studio 2

Educational Credentials:

M.ARCH, Cornell University, 1980
B.ARCH, The Cooper Union, 1977

Teaching / Academic Experience:

1988 – present	New York Institute of Technology, School of Architecture
2017 – present	Director – Professional Master of Architecture Degree Program
2016 - present	Rank of Professor
Fall 2013	Research Sabbatical
1998 – 2016	Rank of Associate Professor with tenure
1998 – 2011	Chairperson, Manhattan Campus, School of Architecture & Design
1992 – 1998	Rank of Assistant Professor, tenure track
1989 – 1992	Visiting Associate Professor
1988 – 1989	Adjunct Professor

Professional Experience:

1988 - present	David Diamond, Architect (practice founded in 1988)
1988 – 1992	GVZ Architects
1982 – 1987	Kohn Pedersen Fox Associates
1980 - 1982	Richard Meier + Partners, Architects
1975 -1976	John Hejduk, Architect

Licenses/Registration:
Registered in the State of New York #15840 1983 - present

Selected Publications and Recent Research:

"Borrowing Landscape & the Enigma of Corbu," Le Visiteur, volume 21, November 2015, Paris.
(Le Visiteur is a bilingual, French + English architectural journal).

"La Lezione Architettonica Del Cubismo", Parametro, n. 225, Bologna, Italy,
(settembre - ottobre 1998) 62 – 72.

Professional Memberships: AIAS, Manhattan Chapter, SFA

Name: Mr. John A. Doria, AIA, NCARB, CCM, LEED Green Associate, CM-Lean

Email: JDoria01@nyit.edu

Courses Taught (Four semesters prior to current visit):

- Building Construction I
- Building Construction II
- Computer Aided Management and Administration
- Structures
- Visualization I
- Visualization II
- Design Fundamentals I
- Environmental Systems I
- Environmental Systems II
- Professional Practice I
- Design Fundamentals II

Educational Credentials:

- Bachelor of Architecture: Pratt Institute
- Master of Science – Construction Management: Stevens Institute of Technology

Teaching Experience:

- Adjunct Instructor, New York Institute of Technology, 2019-2025

Professional Experience:

- Project Engineer, General Contractor/Construction Manager
- Architect Led Design-Build Architectural Designer
- Architectural Designer I
- Architectural Designer – Construction Administration
- Architectural Designer II
- Architect
- Owner and Architect

Licenses/Registration:

- NYS Licensed Architect
- Florida State Licensed Architect

Selected Publications and Recent Research:

- NYIT Lecture Series Spring 2021: Mediated Data
- NYIT Lecture Series Spring 2022: Architecting Community
- ACADIA 2022: Augmented Vision using Fologram for Fabrication Workshop

Professional Memberships:

- AIA (American Institute of Architects)
- NCARB (National Council of Architectural Registration Boards)
- Construction Management Association of America (CMAA)
- LEED – USGBC

Name: Ruth Dresdner, AIA, LEED AP

Email: rdresdne@nyit.edu

Courses Taught (Four semesters prior to current visit):
ARCH-481 Professional Practice (F2021, S2022, S2023, S2024)
ARCH-325 Systems II (S2025)
DSGN-382 Building Codes and Regulations

Educational Credentials: B.A. Hebrew University of Jerusalem, M.Arch University of Pennsylvania

Teaching Experience:

2017-2022	Adjunct Professor, Bard HS Early College, Social Sciences
2021-present	Adjunct Assistant Professor, Architecture, NY Institute of Technology

Professional Experience:

2017-2021	Sr Project Manager, ESKW Architects, NYC
2012-2016	Sr Associate, e4h/DaSilva Architects, US
2006-2012	Associate, Dattner Architects, NYC
1996-2006	Sr Associate, Horowitz Architects, NYC

Licenses/Registration:
NYS Architecture license (RA) #018603

Selected Publications and Recent Research:

Professional Memberships:
American Institute of Architects, NYC Chapter Member
USGBC Leadership in Energy and Environmental Design, LEED AP (Accredited Professional)

Name: Brad Engelsman, AIA

Email: bengelsm@nyit.edu

Courses Taught:
AAID 101 – Design Fundamentals 1
ARCH 301 – Design 3
ARCH 302 – Design 4
ARCH 401 – Design 5
ARCH 402 – Design 6
ARCH 501 – Thesis 1
ARCH 520 – Thesis 2
ARCH 240 – Visualization 2
ARCH 340 – Visualization 3

Educational Credentials:
Montana State University – BA Environmental Design
Montana State University – MARCH
Columbie University GSAPP – MS AAD

Teaching Experience:
Visiting Professor – Montana State University
Visiting Professor – New York Institute of Technology
Adjunct Assistant Professor – New York Institute of Technology
3rd Year Studio Coordinator – New York Institute of Technology

Professional Experience:
beda (Brad Engelsman Design Architecture PLLC) – Owner 2019-present
Hollwich Kushner (HWKN) – Director 2012-2019
KPF – Designer 2009-2012

Licenses/Registration:
Registered Architect, New York State

Selected Publications and Recent Research:
N/A

Professional Memberships:
American Institute of Architects

Name: Fadhil Fadhil, Adjunct Faculty & Robotics Fabrication Lab Manager

Email: ffadhi01@nyit.edu

Courses Taught: Arch 502, Arch 501, Arch 784 (MS.ACT), Arch 783 (MS.ACT), Arch 340, Arch 240

Educational Credentials:
Architecture MArch - The Bartlett School of Architecture, University College London
Bachelors of Science in Architecture – Texas Tech University

Teaching Experience:
School of Architecture and Design, New York Institute of Technology 2022 – Present

Professional Experience:
Foster and Partners - Architectural Designer (August 2018 – May 2022)
Project:
Greenville County Office, SC
Harlem Boathouse, NYC
Penn Medicine Pavilion, PA
Penn Station and Penn plaza, NYC
Makkah Township Master plan, KSA
Penn Plaza Towers, NYC

Selected Publications and Recent Research:
Book chapter publication titled "*Components, Representations, and Pixels, Three dimensional resolution through digital fabrication"*. Published in a book titled *"The Architecture of Exhibitions"* by Alessandro Melis, Rozina Vavetsi and Fabio Finotti. Published by Routledge, 2025
- **Book chapter publication** titled *"Floating Acrobats:Exploring Exaptation in Architecture Through Artificial Intelligence"* in collaboration with Alessandro Melis and Monica Batistoni. Published in a book titled *"Advances in Representation, New AI-and XR driven Transdisciplinarity"* Edited by Andrea Giordano, Michele Russo, Roberta Spallone. Published by Springer, 2024
- **Magazine Interview** titled *"Architect, Professor and head of the robotics laboratory at New York Institute of Technology (NYIT) Fadhil Fadhil reflects on a better future for everyone"* published by INTERIOR+DESIGN magazine, by Olga Bozhko, June 2024
- **Dezeen Article** "*New York Institute of Technology spotlights seven fabrication and robotics projects"*
April, 2024
Link: https://www.dezeen.com/2024/04/11/new-york-institute-of-technology-fabrication-robotics-projects-dezeen-schoolshows/
- **REAACH Conference, AR/VR/IA**, titled "*Floating Acrobats:Exploring Exaptation in Architecture Through Artificial Intelligence"* in collaboration with Alessandro Melis and Monica Batistoni. October, 2023. Topics discussed exhibiting
- **Projects Exhibition** in Collaboration with HoperAperta. Three months exhibition at Palazzo Ducale, Martina Franka, Puglia, Italy, 2024. Event exhibited students/research projects from my Arch874 Robotics and Fabrication seminar.
- **Projects Exhibition** in Collaboration with HoperAperta during Fuori Salone, Milan Design Week 2024. One week exhibition in Milan, Italy, 2024. Event exhibited students/research projects from my Arch874 Robotics and Fabrication seminar.
- **Project VR/AI exhibition** titled "*Floating Acrobats:Exploring Exaptation in Architecture Through Artificial Intelligence"* in collaboration with Alessandro Melis and Monica Batistoni at the Fuori Salone, Milan Design Week, 2023 in Collaboration with HoperAperta

Name: Janet Rose Fink, AIA LEED AP

Email: jfink@nyit.edu

Courses Taught (Four semesters prior to current visit):
Arch 401 Comprehensive Design, Fall 2024
Arch 705 Comprehensive Design, Spring 2023
Arch 802 Urban Design, Fall 2023
Arch 705 Comprehensive Design, Spring 2022

Educational Credentials:
M Arch, Columbia University Graduate School of Architecture, Planning, and Preservation BA Architecture, University of California at Berkeley

Teaching Experience:
M Arch, Columbia University Graduate School of Architecture, Planning, and Preservation BA Architecture, University of California at Berkeley

Teaching Experience:
Adjunct Associate Professor of Architecture, NYIT, 2000-present

Sanders Fellow, Visiting Assistant Professor, College of Architecture and Urban Planning, University of Michigan, 1997-1998

Professional Experience:
Executive Director, Institute for Public Architecture, 2022-present
Partner, Fink & Platt Architects LLC, 1998-present
Partner, Al-Sayed Fink Architects, 1991-1997
Senior Designer, James Carpenter Design Associates, 1988-1992 & 1994-1997

Licenses/Registration:
Registered Architect, New York, 1994

Selected Publications and Recent Research:
N/A

Professional Memberships:
American Institute of Architects

Name: Mr. Mathew Ford, RA

Email: mford05@nyit.edu

Courses Taught (Four semesters prior to current visit AY23-24, AY24-25):
ARCH 211 Statics & Strength of Material (Sp25)
ARCH 221 Building Construction I (Fa24, Fa23)
ARCH 222 Building Construction II (Sp25, Sp24)
ARCH 310 Structural Design (Fa24)
ARCH 411 Advanced Structural Concepts I (Sp25, Fa24, Sp24, Fa23)

Educational Credentials:
Bachelor of Science in Architecture (Cum Laude, with Distinction), with a Minor in Philosophy. Austin E. Knowlton School of Architecture, The Ohio State University, Columbus, Ohio, 2002.
Master of Architecture, Yale School of Architecture, New Haven, Connecticut, 2005.

Teaching Experience:
New York Institute of Technology, School of Architecture and Design. New York, New York.
Associate Professor (September 2019 – present)
Chair, Department of Architecture, Old Westbury and Manhattan campuses (Fall 2017 – Spring 2018)
Assistant Professor of Structures in Architecture (September 2013 – August 2019)
Adjunct Professor (August 2011 - August 2013)
University of Cincinnati, School of Architecture and Interior Design. Cincinnati, Ohio.
Visiting Studio Critic (Graduate Elective Studio). September - December 2007.

Professional Experience:
Mathew Ford, Structural Consultant, New York, New York. Structural Consultant, April 2013 – present.
Ford + Loy Architects, New York, New York. Architect, April 2013 –.
DXA studio Architects PLLC, New York, New York. Intermediate Architect, March 2012 - July 2013.
KSQ Architects PC, White Plains, New York. Project Manager, May 2009-March 2012.
Skidmore, Owings & Merrill LLP, New York, New York. Junior Design Architectural Professional, March 2008-February 2009
Eisenman Architects, New York, New York. Archivist and Project Designer, March 2008-February 2009; Archivist, March-May 2023
Licenses/Registration:
Registered Architect, New York State No. 035752, September 24, 2012 – present.

Selected Publications and Recent Research:
ACSA 2017 Fall Conference Proceedings, “Between Model and Building: Three Houses”, Washington, DC: ACSA, 2018.
By Other Means: Notes, Projects, and Ephemera from the Miscellany of Peter Eisenman. Mathew Ford, editor, Venice: GAA Foundation, 2016.
“By Other Means” included in Aravena, Alejandro. Reporting from the Front: 15th International Architecture Exhibition. Venice: Marsilio, 2016
“By Other Means” included in Space, Time, Existence: La Biennale di Venezia 2016. Venice: GAA Foundation, 2016
ACSA 2015 Fall Conference Proceedings, “Simulating Paradoxes” co-author with Jason Van Nest, Washington, DC: ACSA, 2016.
Professional Memberships:
National Council of Architectural Registration Boards, Certification, 2012.
American Institute of Steel Construction, Educator Membership, July 2013 - present [Member No. 3072488]
Structural Engineers Association of New York, Member, Sept 2014 – Dec 2016 [Member No. 1001898]

Name: Mr. Mathew Ford, RA

Email: mford05@nyit.edu

Courses Taught (Four semesters prior to current visit AY23-24, AY24-25):
ARCH 211 Statics & Strength of Material (Sp25)
ARCH 221 Building Construction I (Fa24, Fa23)
ARCH 222 Building Construction II (Sp25, Sp24)
ARCH 310 Structural Design (Fa24)
ARCH 411 Advanced Structural Concepts I (Sp25, Fa24, Sp24, Fa23)

Educational Credentials:
Bachelor of Science in Architecture (Cum Laude, with Distinction), with a Minor in Philosophy. Austin E. Knowlton School of Architecture, The Ohio State University, Columbus, Ohio, 2002.
Master of Architecture, Yale School of Architecture, New Haven, Connecticut, 2005.

Teaching Experience:
New York Institute of Technology, School of Architecture and Design. New York, New York.
Associate Professor (September 2019 – present)
Chair, Department of Architecture, Old Westbury and Manhattan campuses (Fall 2017 – Spring 2018)
Assistant Professor of Structures in Architecture (September 2013 – August 2019)
Adjunct Professor (August 2011 - August 2013)
University of Cincinnati, School of Architecture and Interior Design. Cincinnati, Ohio.
Visiting Studio Critic (Graduate Elective Studio). September - December 2007.

Professional Experience:
Mathew Ford, Structural Consultant, New York, New York. Structural Consultant, April 2013 – present.
Ford + Loy Architects, New York, New York. Architect, April 2013 –.
DXA studio Architects PLLC, New York, New York. Intermediate Architect, March 2012 - July 2013.
KSQ Architects PC, White Plains, New York. Project Manager, May 2009-March 2012.
Skidmore, Owings & Merrill LLP, New York, New York. Junior Design Architectural Professional, March 2008-February 2009
Eisenman Architects, New York, New York. Archivist and Project Designer, March 2008-February 2009; Archivist, March-May 2023
Licenses/Registration:
Registered Architect, New York State No. 035752, September 24, 2012 – present.

Selected Publications and Recent Research:
ACSA 2017 Fall Conference Proceedings, “Between Model and Building: Three Houses”, Washington, DC: ACSA, 2018.
By Other Means: Notes, Projects, and Ephemera from the Miscellany of Peter Eisenman. Mathew Ford, editor, Venice: GAA Foundation, 2016.
“By Other Means” included in Aravena, Alejandro. Reporting from the Front: 15th International Architecture Exhibition. Venice: Marsilio, 2016
“By Other Means” included in Space, Time, Existence: La Biennale di Venezia 2016. Venice: GAA Foundation, 2016
ACSA 2015 Fall Conference Proceedings, “Simulating Paradoxes” co-author with Jason Van Nest, Washington, DC: ACSA, 2016.
Professional Memberships:
National Council of Architectural Registration Boards, Certification, 2012.
American Institute of Steel Construction, Educator Membership, July 2013 - present [Member No. 3072488]
Structural Engineers Association of New York, Member, Sept 2014 – Dec 2016 [Member No. 1001898]

Name: Francesca Romana Forlini, PhD.

Email: eforlini@nyit.edu

Courses Taught: *(Four semesters prior to current visit)*
Graduate: n/a
Undergraduate: AAID 160 Introduction to History, Theory, and Criticism in Architecture, ARCH 161 Global History of Architecture I, DSGN 160 Design Theory: History and Contexts, DSGN 363 History of Interiors II, ARCH 361 Architectural History and Theory Seminar.

Educational Credentials:

2022 PHD in Architectural History and Theory, Royal College of Art
2017 MDes Critical Conservation, Harvard University, Graduate School of Design
2012 Bachelor of Architecture, Sapienza University

Teaching Experience: *(5 years)*

2023 - Current **Visiting Professor of Interior Design***(Full-Time*), New York Institute of Technology
2023 **Adjunct Lecturer**, New York Institute of Technology
2023 **Adjunct Lecturer**, Parsons School of Design
2018-2023 **Lecturer**, University of Hertfordshire
2020 **Lecturer**, Middlesex University
2020 **Lecturer**, Royal College of Art

Professional Experience: *(Full-Time, 10+ years)*

2022 - Current **Director of Stanze Book series,** LetteraVentidue (IT)
2022 - 2022 **Chief Editor**, KoozArch Magazine (IT)

Licenses/Registration:

Selected Publications and Recent Research: *(since 2018)*

Published Books (Authored or Edited):

Forlini, F.R., Rowe, P. G., Fu, Y., Lu et al (2017) The Mumbai Metropolitan Region and Palava City: A Brief Account and Evaluation. Cambridge (MA): Harvard GSD

Publications Contributed:

Forlini, F.R. (2024) "Cultural Domesticity: Feminine Design and Aesthetic in Italy" in *ICAG VI International Conference on Architecture and Gender proceedings.*
Forlini, F.R. (2024) "The Cultural Construction of the Domestic Space in France: Women's Lived Experience and the Materialization of Customs", in *Urban Planning Vol.9, special issue Housing Norms and Standards: The Design of Everyday Life* ed. S. Jacoby and S. Ozer (Lisbon: Cogitatio Press).
Forlini, F.R. (2024). "The House I'd Like to Have: Women's Spatial Cultures, Design, and Aesthetic in 20th Century Italy". *Interiority*, 7(1), 41–60. https://doi.org/10.7454/in.v7i1.359
Forlini, F.R. (2023) "La Casa è Donna: Culture Abitative Femminili nella Casa del Dopoguerra" (The House is Female: Domestic Cultures in the Post-War Home), *Per una Nuova Casa Italiana* ed. Imma Fiorino (Politecnico di Milano and University of Pisa Press).
Forlini, F.R. (2021) "Salotto Buono: The 'Art of Conservation' and the Permanence of an Italian Room", *Interiors: Design/Architecture/Culture* (Taylor & Francis) / DOI: 10.1080/20419112.2021.1942616
Forlini, F.R. (2021) "From Within: Uncovering Cultural Domesticity", *The 16th International Docomomo Conference Tokyo Japan 2020+1 Proceedings, Inheritable Resilience: Sharing Values of Global Modernities.* Docomomo International, Docomomo sJapan: Echelle-1. / ISBN 9784904700785
Forlini, F.R. (2021) "Preface/Prefazione" in: *Domestic City/Città Domestica*. Salerno: Plectica Editrice. / ISBN 9788888813448
Forlini, F.R. (2021) "Voci Plurali ed Inclusive per Allargare gli Sguardi", "Il Vaso e quel bisogno di rassicurazione domestica", *Giornale dell'Architettura*. Torino: Società Editrice Umberto Allemandi & C.

Name: Jonathan, Friedman, M. ARCH, RA - Professor Emeritus

Email: lushlight@gmail.com, friedman@nyit.edu

Courses Taught: (Four semesters prior to current visit):

ARCH 501 ARCH 502 2024-2025
ARCH 361 SP 2025
ARCH 301 ARCH 302 2023-2024
ARCH 162 FA 2024

Educational Credentials:

1970: M. Arch. University Graduate Fellow, Princeton University
1968: Dipl. Arch. Cambridge University, England
1967: B.A. cum laude National Merit Scholar, Princeton University

Teaching Experience:

NYIT 1983 – present
NJIT 1981 – 1983
University of Kentucky 1974 - 1980

Professional Experience:

2007 - 2015	ACSA Rep, NAAB Accreditation Visits, AZ, WI, TN, FL, LA
2003	Senior Consultant for Planning, Nassau County, NY
1991-	Professor of Architecture, NYIT
1992 - 2000	Dean, School of Architecture and Design, NYIT
1979 - 1983	Associate Professor of Architecture, with Tenure, University of Kentucky, Lexington
1971 - 1972	Project Designer, East Orange Middle School, Uniplan, NJ
1969 - 1970	Project Designer, Richard Meier Architect

Licenses/Registration:

2024 -	RA Emeritus
1977 - 2024	Registered Architect, Kentucky License No. 1925
1977 - 2024	NCARB Certificate No. 21,727, National Council of Architectural Review Boards

Selected Publications and Recent Research:

2024 *An AlefBet of Synagogues: idea about community;*
first draft of comprehensive book of all 22 Hebrew letter synagogue studies
2024 *Synagogue SHIN, Magen David United Nation*
2023 *Synagogue RESH, Ocean Dodecahedron Yeshiva*
2021 *Synagogue QOF, Desert Damp Shade*
2020 *Synagogue TZADIK, Arena of Compassion*
2013: *"La Promenade Dramatique a Yad Va Shem", Le Visiteur: revue d'architecture No. 19,* Paris
2010: *Idea About Synagogue, solo exhibition NYIT Education Hall Center Space Gallery*
1999 *Creation in Space, Volume 2: Dynamics* Kendall-Hunt
1989 *Creation in Space, Volume 1: Architectonics* Kendall-Hunt
1993 Architect's Dream House National Competition, Honorable Mention, AIA Cincinnati
1989 *Earth Light Lodge*, National Space Habitat Competition, Honorable Mention
National Space Society, Washington, DC
1995: "Evolution of a Campus: 250 Years of Princeton University" Originator of 4-dimensional interactive model of Princeton University, Interactive Computer Graphics Lab, Princeton
1993: *Home For Generations*, Honorable Mention, Architect's Dream House National AIA Competition
1985 "Pencil and Pixel, *Crayon et Rayon*" *Forum Des Nouvelles Images Electronique*, Montreal Canada
1981-84 Three United States Patents: Earth Photo Globe, No. 4,276,561 *et.al.*

Name: Farzana Gandhi, AIA LEED AP

Email: fgandhi@nyit.edu

Courses Taught: ARCH 501, ARCH 502, ARCH 272, HNRS 100

Educational Credentials: Harvard University Graduate School of Design, Master in Architecture **with distinction**, January 2006; **University of Pennsylvania,** BA in Architecture **with honor for highest academic standing**, May 2001; BA in Spanish **with distinction**, May 2001

Teaching Experience: Studio Sequence - All studio levels from first year to thesis, Environmental Site Planning, All Visualization courses, Seminars in Social Impact Design, Summer abroad

Professional Experience:
Farzana Gandhi Design Studio, LLC, Founder and Principal Architect (since 2011)

- **Storefront Interior and Public Space activation** | Design in progress | Little Caribbean, Brooklyn
- **Osborne Association Social Services Headquarters** | Feasibility Study in progress | South Bronx, NY
- **Historic Gas Plant District Tampa Bay Rays Office HQ** | Concept Design Completed |St. Petersburg, FL
- **Backyard Tourism: Small Business Support** | Design completed; pilot project completed | Bed-Stuy, NY
- **Neighborhoods Now: Pandemic response** | Design completed and implemented | Bed-Stuy, NY
- **Storm Stations** | Built and installed in Puerto Rico Jan. 2020; replication in progress | Rio Piedras, PR
- **Africa Education Center** | Construction Documents completed | Thies, Senegal
- **East 125th Street Transit Hub Vision Plan** | Masterplan + Community Visioning completed | Harlem, NY
- **Inwood Resiliency Vision Plan: NYCHA Dyckman Houses** | Masterplan Visioning Completed |Inwood, NY

Licenses/Registration:

Registered Architect in New York (License # 038142)

Selected Publications and Recent Research:

- 2025 **Cultivating Collective Insight: Addressing Social Vulnerabilities to Climate Crises Through Engaged Multiliteracy;** interdisciplinary research in progress with partners in Sao Paolo, Brazil, w/J. Martinez
- 2024 **Making or Faking Chinatown? Representing People, Place, and Culture**, Placemaking and Community engagement research exhibited at Think Chinatown, New York
- 2024 Book chapter in *Beyond Houses*: **"Integrating Soft Infrastructure in Design to Build Community Resilience in Puerto Rico"**, with Editors: Martins, A., Mendoza-Arroyo, C., Leon, J. Hobeica, A., Hobeica, L. Chapter 6, Springer
- 2024 **IMPEL Innovator Fellowship,** from Department of Energy to focus on building tech and carbon reduction
- 2023 Book chapter in *Design for Resilient Communities*: Gandhi, F., Latorre, S., Lizarralde, G., Mendoza-Arroyo, C., Paredes, M. **"Reflections on People-centered Approaches to Interventions in a Self-built Neighborhood of Quito, Ecuador"***, edited by Rubbo, et al.* Springer
- 2022 **Neighborhoods Now Summit**, Van Alen Institute | Brooklyn, NY, professional work exhibited
- 2021 **R-CUBED: Relief x Reconstruction x Resiliency Symposium + Workshop | Co-Organizer / Co-Curator / Moderator,** NYIT, NY: in collaboration w/ J. Martinez and R. Cody
- 2021 **"Rapid Research and Assessment on COVID-19 and Climate in New York City"**, Journal of Extreme Events, Vol. 7, No 3. World Scientific Publishing Company, w/multiple co-authors
- 2021 **"Collectively Intelligent MicroInfrastructure: high and low tech design in climate vulnerable cities"** *UIA 2021 RIO 27th World Congress Conference proceedings*, w/M. Del Signore

Professional Memberships:

Leadership in Energy + Environmental Design Accredited Professional LEED AP; American Institute of Architects New York Chapter AIA; Architectural League of New York; Van Alen Institute; Urban Design Forum; CEDAR

Name: William e. Gati, m.arch, ra, aia

Email: wgati@nyit.ed

Courses taught (four semesters prior to current visit)

Adjunct associate professor, new york institute of technology (nyit), old westbury

(1986 – present)

- arch 327 construction documents and bim - emphasis on working drawings, field work, specifications, construction detailing and design.

Educational credentials

- master of architecture (m.arch) – city college of new york (ccny)
- bachelor of architecture (b.arch) – city college of new york (ccny)
- bachelor of science in architecture (b.s. arch) – city college of new york (ccny)
- juilliard school of music – studies in music (1969–1974)

Teaching experience

- adjunct associate professor, new york institute of technology (nyit), old westbury (1986 – present)
- over 35 years of experience teaching architecture courses, including design studios, construction technology, and urban planning.
- mentored and guided students in professional development, architectural theory, and real-world applications.
- integrated interdisciplinary perspectives into architectural education, drawing from music and fine arts.

Professional experience

- founder & principal architect, architecture studio (1987 – present)
- established and led a successful architectural practice specializing in residential, commercial, and institutional projects.
- provided full architectural services, including design development, construction documentation, project management, and client consultations.
- emphasized sustainable and context-driven design solutions.
- developed expertise in historic preservation and adaptive reuse projects.

Licenses/registration

- registered architect (ra) – ny, nj, ct

Selected publications and recent research

- who’s who in america
- who’s who in the world
- who’s who in business
- ny real estate journal author

Professional memberships

- american institute of architects (aia) – active member, aia queens chapter former president
- national council of architectural registration boards (ncarb) provider
- queens foundation of architecture- secretary

Name: Adam Giannios, Adjunct Professor, Master of Architecture, Junior Architect

Email: agiannio@nyit.edu ; adamgiannios@outlook.com

Courses Taught: (Four semesters prior to current visit):

- ARCH641 – Architectural Visual Communication 1 - Fall 2023 Semester
- ARCH724 – Material Tectonics 2 - Spring 2024 Semester
- ARCH641 – Architectural Visual Communication 1 - Fall 2024 Semester

Educational Credentials:
Master of Architecture and Design

Teaching Experience:
Adjunct Professor at New York Institute of Technology

Professional Experience:
- Project Manager – Junior Architect at Stephen C. Leventis Architect
- Construction Management and Cost Engineer at HDR, Inc.

Licenses/Registration:
On going A.R.E. process.

Selected Publications and Recent Research:
- **Matrix Architecture and the Architect Weaver by Jenny E. Sabin**
- **How to Section Perspectives (American Institute of Architecture Students)**
- **Beyond the Envelope by Tom Verebes**

Professional Memberships:
Pending approval: C.C.M (Certified Construction Manager) - CMAA

Name: Ariel Gonzalez Millan
Email: agonza66@nyit.edu
Courses Taught (Four semesters prior to current visit): AAID-101 (NYIT) and AAID-102 (NYIT)
Educational Credentials: Bachelor of Science Architectural Studies (BSAS) from the University of Wisconsin – Milwaukee. Master's in Architecture (MArch) from Parsons the New School of Design
Teaching Experience: None prior to AAID-101, AAID-102 at NYIT

Professional Experience:

Architectural Designer: With WXY Studio. 06/2016 – 03/2019
Played a crucial role in the design of Long Island Railroad 3rd Track Project as well as other projects within New York City and New York State.

- Worked directly with studio principals on iterations of concepts across multiple media.
- Developed proposal for project including design narrative, drawings, renderings and material boards.
- Managed and expedited development of BIM model upon project award.
- Produced construction documents and coordinated portions of the design with engineers and external
- consultants Including weekly design coordination meetings.
- Managed team member project on-boarding including review of standards, project structure and provided additional guidance during duration of project.

Project Designer: With Corgan Assoc. Architects. 03/2019 – 01/2023
Served as an integral part of the design, documentation, and construction administration of aviation projects with a focus on Terminal C at La Guardia Airport by Delta.

- Managed team members on development of construction drawings.
- Reviewed completed work on site with construction team as well as with relevant authorities.
- Provided constant guidance to construction team in the form of RFI responses, problem-solving meetings and stamped construction submittals.
- Managed design concept meetings between architects, clients and consultants.
- Managed employee on-boarding and offered continuous guidance and mentorship.

Senior Architectural Designer: With Architecture in Formation 01/2023 – Present
Project Manager for various residential projects within New York City and New York State focusing on innovation and materiality.

- Collaborates with clients on understanding project goals and developed scope of projects
- Manages project budget including, projection, billing and allocation of payments for contractors.
- Develops and presents design concepts for client meetings. Manages team members on development
- of construction drawings.
- Works with founding principal on studio goals developing ways to improve office culture and team
- success.
- Manages employee hiring, on-boarding and provides continuous guidance and mentorship.

Founder of AM WRKS: 01/2023 – Present
Designed and managed the creation of various pieces of furniture and small scale work in collaboration with local fabricators in New York City and Los Angeles including the joint venture between AM WRKS and Normal Objects on the small-batch production of a lounge chair sold through Normal Objects.

Licenses/Registration: n/a
Selected Publications and Recent Research: n/a
Professional Memberships: n/a

Name: Hyun-Tae Jung, Ph.D.

Email: hjung05@nyit.edu

Courses Taught (Four semesters prior to current visit):
Introduction to History, Theory and Criticism in Architecture and Design (AAID160)
Global History of Architecture 1 (Arch161)
Global History of Architecture (Arch162)
Architectural History and Theory Seminar: Modern Korean Architecture and Urbanism (Arch361)

Educational Credentials:
Ph.D. in History and Theory of Architecture (Columbia University, 2011)
M. Phil in Architecture (Columbia University, 2003)
M.Phil in Architecture (University of Seoul, 1999)
M.S in Architecture (University of Seoul, 1996)
B.S in Architectural Engineering (University of Seoul, 1994)

Teaching Experience:
New York Institute of Technology, School of Architecture and Design (2019-Present)
Louisiana State University, College of Art & Design (2018-19, Visiting Professor)
Lehigh University, Department of Art, Architecture, and Design (2009-18, Assistant Professor)
University of Nebraska-Lincoln, College of Architecture (2006-2009, Assistant Professor)
Parsons The New School for Design (2005-06, Adjunct Assistant Professor)
Columbia University, Graduate School of Architecture (2000-05, Teaching Assistant / Preceptor / Instructor)
Seoul National University of Science and Technology (1999-2000, Adjunct Assistant Professor)
Hanyang Women's College in Seoul, South Korea (1998-2000, Adjunct Assistant Professor)

Professional Experience:
A-TEC Architects & Associates, Seoul, South Korea (1997-2013, Associate Partner)
RiCHUE Architecture, Seoul, South Korea (2013-2020, Partner)

Licenses/Registration:
Architecture Engineer, 1994 (Republic of Korea)

Selected Publications and Recent Research:
"Korean Architecture, ca.2020: Group 4.3 and Four Important Trends," with Junghyun Park, *The Visibility of Modernization in Architecture: A Debate*, Gevork Hartoonian ed. (Routledge, 2023), 194-214
"Dissonant Living and Building in the No-Man's Land on the Korean Peninsula," *Border Urbanism,* Zaman, Quazi and Hall, G. eds., Springer Urban Book Series (Springer, 2022), 279-290
"Designing for Affluence: Three Identical Towers in Kuwait City." *Pan-Arab Modernism* eds. Dalal Musaed Alsayer, Ricardo Camacho, and Sara Sargocas Soares, eds., (Actar Publishers, 2021), 326-339.)
Book Review. "Towards A Global History of Modern Architecture, Kenneth Frampton's *Modern Architecture: A Critical History,* 5th edition (2020)," *ARDETH*, Volume 9, Fall 2023 issue, http://www.ardeth.eu
"Special Article: Brief Considerations on Conglomerate," *Architecture and Culture*, vol.480, May 2021, 10-13
"Between Experimentality and Reality: Architect Janghwan Cheon," *Architecture and Culture*, vol.480, May 2021, 84-89
"The Impact of Measurement Research on Prefabrication in SOM's Post-War Housing and Office Buildings," *TAD Technology | Architecture + Design*, Journal of the Association of Collegiate Schools of Architecture (ACSA), Fall 2018, 196-205.

Professional Memberships:
Member, Association of Collegiate School of Architecture
Member, Society of Architectural Historians
Member, European Architectural History Network

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Matthew Edmund Kennedy

Email: mkenne06@nyit.edu

Courses Taught (Four semesters prior to current visit): Architecture 201 (Design II) Architecture 301(Design 3 Housing) Architecture 302 (Current Design IV)

Educational Credentials: B.Arch 2022 – NYIT Soad

Teaching Experience: 1.5 years of teaching undergraduate Architecture & Design at NYIT

Professional Experience: 3 years as Architectural Designer at ROMINES ARCHITECTURE. 1 year as intern prior. 4 years total.

Licenses/Registration: NCARB AXP/ARE in process.

Selected Publications and Recent Research: "The War on Inequity" Thesis publication 2022.

Professional Memberships: NCARB AXP

NAAB-Faculty _Resume_ Moonmoon Khan

Name: Moonmoon Khan, B.A, B Arch, MS, Assoc. AIA

Email: mkhan105@nyit.edu

Courses Taught: Design 2 Arch202 Spring 2024,

Design1 Arch201 Fall 2024,

Design2 Arch202 Spring 2025

Educational Credentials:

B.A from Long Island University,
B. Arch. from NYIT,
MS from NYIT.

Teaching Experience: Teaching Design Studio since 2024 in NYIT

Professional Experience:
Worked as Landmark Preservationist in NYC
Worked as designer in D studio D.
Real Estate investor.
Realtor.

Licenses/Registration: RA Licensure candidate.

Selected Publications and Recent Research: N/A

Professional Memberships: Assoc. AIA

Name: Dongsei Kim

Email: Dongsei.Kim@nyit.edu

Courses Taught: (Four semesters prior to current visit)**:**

2022 Spring	ARCH 502	Architectural Design VIII
2021 Fall	ARCH 501	Architectural Design VII
	ARCH 841	Digital Modelling for Urban Design I
	ARCH 362	City Planning
2021 Spring	ARCH 502	Architectural Design VIII
2020 Fall	ARCH 501	Architectural Design VII
	ARCH 841	Digital Modelling for Urban Design I

Educational Credentials:

2012	**Harvard University**, Graduate School of Design Master in Design Studies with *Distinction*
2009	**Columbia University**, Graduate School of Architecture, Planning & Preservation Master in Science in Architecture and Urban Design
2004	**Victoria University of Wellington** Bachelor of Architecture with Honors

Teaching Experience:

2018.01 – present	**New York Institute of Technology (NYIT)**, Assistant Professor of Architecture
2015.03 – 2016.03	**Korea University**, Assistant Professor of Architecture (Full-time)
2013.03 – 2016.02	**Royal Melbourne Institute of Technology (RMIT)**, Studio Leader
2012.09 – 2013.12	**Columbia University**, Adjunct Assistant Professor of Architecture
2013.03 – 2013.07	**Monash University**, Studio Leader
2012.09 – 2012.12	**Carleton University**, Instructor
2010.03 – 2010.08	**Kyung Hee University**, Adjunct Professor of Architecture
2003.03 – 2008.05	**Victoria University of Wellington**, Design Tutor

Professional Experience:

2010.09 – present	**axu studio**, Founder
2009.11 – 2010.06	**PLAN_C Architects**, Seoul, Korea. Architect
2004.12 – 2008.05	**CCM Architects**, Wellington, New Zealand, Architect
2004.03 – 2004.12	**Design Club Architects**, Wellington, New Zealand. Architectural Graduate
2003.07 – 2003.08	**Peddle Thorp & Montgomery Architects**, Wellington, NZ. Architectural Intern

Licenses/Registration:

2007.12.06 - present	**New Zealand Registered Architects Board (NZRAB)** Registered Architect, Reg #, 3465 (currently inactive due to being overseas)

Selected Publications and Recent Research:

Kim, Dongsei. 2020. “Borders as Urbanism: A Preliminary Study on Realigning Border Rivers as Productive Spaces. *The Journal of Seoul Studies* Vol. 79 (Summer): 61-69. (DOI: 10.17647/jss.2020.05.79.61. ISSN:1225-746X)

Kim, Dongsei. 2018. “Metamorphosis of a Zone.” *Topos: The International Review of Landscape Architecture and Urban Design* 104 (September): 74-79. (ISBN 978-3-7667-2251-5; ISSN 0942-752 X)

Kim, Dongsei. 2017. “Towards Edge Spaces of Productive Inclusivity: A Subversive Act.” In *Chandigarh Rethink: Transforming Ruralities & Edge(ness) in Global Urbanities*, edited by Manu P. Sobti, 92-105. Chambersburg, PA: ORO Editions. (ISBN: 978-1-939621-36-8)

Professional Memberships:

2008.2.28 - present	**New Zealand Institute of Architects (NZIA)** Architect member, Member # 18426

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Jeongin Kim, AIA, LEED AP

Email:j kim117@nyit.edu

Courses Taught: *(Four semesters prior to current visit)*
AAID-101: Design Fundamentals 1
AAID-102: Design Fundamentals 2
AAID-140: Visualization 1
AAID-240 : Visualization 2
ARCH-481 : Professional Practice 1
DSGN-242 : Modeling, Rendering and Communication 1
DSGN-243 : Modeling, Rendering and Communication 2
ARTW-101 : Drawing 1 -Transmedia Integrative Design

Educational Credentials:
2014 Master of Science in Advanced Architectural Design, Columbia University, GSAPP
2005 Master of Science, Seoul National University, South Korea
2003 Bachelor of Science in Architectural Engineering, Seoul National University, South Korea

Teaching Experience: *(5 years)*
2022 - Current **Adjunct Assistant Professor of Architecture**, New York Institute of Technology
2023 **Adjunct Lecturer**, Parsons School of Design

Professional Experience: *(Full-Time, 10+ years)*
2022 - Current **Founding Principal,** K-Square Architects (NYC, NY)
2015 - 2022 **Senior Associate**, Laguarda Low Architects (NYC, NY)
2015 **Project Designer**, Rafael Vinoly Architects (NYC, NY)
2005 - 2013 **Associate**, Samsung Samoo Architects (Seoul, South Korea)

Licenses/Registration:
Registered Architect (RA), New York State, ID # 041987

Professional Memberships:
American Institute of Architects (AIA), ID #38986342
USGBC Leadership in Energy and Environmental Design - Accredited Professional (LEED AP), ID #215839844

Name: Michael Kirschman, R.A.

Email: mkirsc01@nyit.edu

Courses Taught:
ARCH 324 Environmental Systems I
ARCH 325 Environmental Systems II

Educational Credentials:
Bachelor of Science in Architecture, New York Institute of Technology
Master of Urban Planning (M.U.P.), Spitzer School of Architecture

Teaching Experience:
Adjunct Professor, New York Institute of Technology (NYIT), 2023 – Present

Professional Experience:
Michael Kirschman Architect, PLLC, Principal
Boutique architectural practice specializing in residential, hospitality, office, mixed-use, restaurant, and universal design for disability access. Focused on energy conservation, sustainability, and accessibility, offering full-service design from concept through construction and consulting services for zoning, permitting, and financing.

AECOM, Vice President – Architectural Operations Manager
Led AECOM's New York metro architectural practice, overseeing transportation architecture, pedestrian modeling, sustainability, and vertical transportation specialties. Directed project development, staff coordination, and viability for complex transportation and infrastructure projects.

Hazen and Sawyer, P.C., Principal Architect
Managed a team of architects and consultants, overseeing technical decisions and project execution. Led architectural efforts for water and infrastructure projects, ensuring quality, efficiency, and budget adherence.

Licenses/Registration:
Registered Architect: New York, Connecticut, New Jersey

Selected Publications and Recent Research:
Developed the college curriculum for *Sustainable Urban Development and Infrastructure: Meeting the Challenge of Transforming Cities*, focusing on urban transformation, sustainability, and infrastructure development. The course integrates urban planning, environmental systems, and innovative design solutions to address contemporary urban challenges.

Professional Memberships:
National Council of Architectural Registration Boards (NCARB)

Name: Adi Laho, Adjunct Assistant Professor, First-Year Long Island Studio Coordinator

Email: alaho@nyit.edu

Courses Taught (NYIT, 2023-2025): AAID 101, AAID 102, AAID 140, ARCH 272/372, ARCH 362

Teaching Experience (NYIT, 2023-2025):

Studio Sequence – The Design Fundamentals Level (First-Year Studios)
Building Technology Sequence – Environmental Site Planning (Lecture)
History and Theory Sequence – History and Theory of the City (Lecture)

Educational Credentials:

Master of Science, Architecture/Urban Design (M.S.AUD) - Columbia University (GSAPP); May 2019
Bachelor of Architecture (B.ARCH.) - New York Institute of Technology (OW-SoAD); May 2015

Professional Experience (Most Recent):

Studio Laho Principal (since 2022)
An Interdisciplinary AEC Practice Performing Professional Design, Planning, and Construction Services. Range of Services and Consultation: Urban Design, Planning, Architectural Design, Landscape Design, Landmarks Law (LPC) Projects, Historic Preservation, Façade Restoration, Reporting, Applications, Filing, Staff Training, Educational Services, Seminars, Lectures, and Research.

Geiger E&A Group Corp. (Geiger Engineering P.C.) Senior Project Manager (since 2019)
Engineering and Architectural Services performed by Licensed Professionals. Specializing in Façade & Structural Engineering, Exterior & Interior Building Design/Alterations/Repairs, Landmarks Law Projects, Local Law FISP Inspections, Construction Consultation, and more.

Licenses/Registration:

Architect, Albania (Individuale në studim e projektim në mbikëqyrje e kolaudim), 2025
Sustainability: Strategies and Opportunities for Industry, Professional Certificate - Massachusetts Institute of Technology (MIT) - Professional Education, 2021

Selected Publications and Recent Research:

'Water Urbanism: Pune'. Columbia University (GSAPP) - Columbia Books on Architecture and the City. https://www.arch.columbia.edu/books/reader/420-water-urbanism-pune Jun 2019.

'Resilience Accelerator: Pune, India - The Mula Mutha Project'. Columbia University - Center for Resilient Cities and Landscapes. https://tinyurl.com/5fc9rfvj Jun 2019.

'Toward Resilient Cities and Landscapes: Resilience Accelerator (2018-2019)'. Columbia University - Center for Resilient Cities and Landscapes. https://tinyurl.com/kzr967vp Jun 2019.

'[Ruin] Architecture: Ruin as Perceived Fragments and False Realities'. *Exploring Memory and Future Ruins, Relics, and Architecture Amidst the Rise of Artificial Intelligence and Image Generation. Ruins and Digital Anastylosis through the Lens and Virtual Evolution of Architectural Preservation and the Authenticity of the Physical Form.* (Ongoing: Pre-publication Research; 2022-Present)

Professional Memberships:

Albanian Architect Society (Shoqata Arkitekteve Shqiperise), 2025

Name Hannah (Warren) LaSota, RA

Email: hlasota@nyit.edu

Courses Taught:
Graduate: n/a
Undergraduate: ARCH 202 – ARCHITECTURAL DESIGN II

Educational Credentials:
2016 Bachelor of Architecture, Penn State University

Teaching Experience:
2025 - Current **Adjunct Professor of Architecture** *(Part-Time*), New York Institute of Technology
2024 - Spring **Adjunct Professor of Architecture** *(Part-Time*), New York Institute of Technology

Professional Experience:
2024 - Current **Founder/Principal,** Space of the Architect
2020 - 2024 **Senior Designer**, ICD Workshop
2018 - 2020 **Project Manager**, The Tennis Design Studio
2017 - 2018 **Interior Designer**, Axis Mundi Design
2016 - 2017 **Architectural Designer**, Steven Holl Architects

Licenses/Registration: Registered Architect (Pennsylvania)

Selected Publications and Recent Research:

Arts Letters and Numbers, New York, 2023
Greenpoint Gallery Exhibition, 2023
The Adams/Access to the Arts: Drawings as Medium Exhibition, August 10-15, 2019
[TRANS-] media Journal, Volume 4, 2018, pg. 15-19
Archiprix, World's Best Graduation Projects, Ahmedabad 2017, Naio10 Publishers, pg. 134-135
Zine, Does This Make Sense, 2017

Name: Pablo Lorenzo-Eiroa, Ph.D. RA CPAU

Email: pablo.eiroa@nyit.edu

Courses Taught: ARCH 701B, ARCH 702B, ARCH 782, ARCH 775, ARCH 776, ARCH 202, ARCH 361, ARCH 476

Educational Credentials: Diploma Architect FADU-UBA; M.Arch Princeton University; Ph.D. UIC

Teaching Experience:

2022-Present	NYIT, Director, AI LAB, SoAD NYIT NYC. Artificial Intelligence Laboratory;
2018-2022	NYIT, Director, Master of Science in Architecture, Computational Technologies (MS ACT Program); curriculum author, NYSED approvals; development and coordination;
2023	NYIT, MS ACT Program ARCH 701B Computational Design Studio; ARCH 702B, 782, 775, 776
2004-2018	The Cooper Union; Adjunct Associate Professor; Head Professor, Design II, MS Program Head Professor and Coordinator; Director CE Program;
2015	UPenn, Visting Associate Professor
2014-Present	UIC, Barcelona, Visting Associate Professor
2015-16	Spienza University, Rome, Visting Research Associate Professor
2014	Di Tella University, Visting Associate Professor
2011-13	Columbia University GSAPP, Visting Associate Professor
1998-2001	University of Buenos Aires, FADU-UBA Instructor

Professional Experience:

2023 e-Architects|eiroa Architects, NY; Mexico façade system fabricated through robotic arms; aluminum façade implementing AI;
2020 e-Architects|eiroa Architects, NY; House IIC, Landscape design and construction, Shinnecock Hills, Southampton, NY;
2020 e-Architects|eiroa Architects, NY; 20 low income houses small community development and agricultural preservation land; special land use; $6,000,000 real estate trust organization and development with small investors, Riverhead, NY;
2018 e-Architects|eiroa Architects, NY; DOT Department of Transportation, NYC presentation;

Licenses/Registration: RA CPAU 2008; LEED AP 2009; SCA 2011

Selected Publications and Recent Research:

Lorenzo-Eiroa, P. Digital Signifiers in an Architecture of Information: From Big Data and Simulation to Artificial Intelligence; Routledge London, 2023
Lorenzo-Eiroa, P. "Space-Environment Commons: From Big Data Survey, to AI, to a Post-Capitalist Blockchain Zoning Platform" in *Resilient Communities and the Peccioli Charter*; Ed. Maurizio Carta, Maria Perbellini and J. Antonio Lara-Hernandez, XVII Architecture Biennale, Springer International Publishing, 2021
Lorenzo-Eiroa, P. and **Castellanos, A.M**. "Ecoinduction III: Rezoning New York City through Big Data" in Data, Matter, Design: Strategies on Computational Design, ed. Frank Melendez, Nancy Diniz, Marcella del Signore, Routledge /Taylor and Francis, New York, 2020
Lorenzo-Eiroa, P., "Multidimensional Space: From Perspective to Big Data" in opening Chapter II "Architecture and Re-Presentation" in Graphic Imprints, The Influence of Representation and Ideation Tools in Architecture, ed. Marcos, Carlos L., Springer International Publishing, 2018
Lorenzo-Eiroa, P. and Sprecher, A. ed., Architecture In Formation,On The Nature of Information in Digital Architecture Routledge, London 2013
Lorenzo-Eiroa, **P.** Instalaciones: Sobre el Trabajo de Peter Eisenman, DLO/RE 2008
Sprecher, A.; Yeshayahu, S.; **Lorenzo-Eiroa, P**. ed. Life in:formation, On Responsive Information and Variations in Architecture; Conference Proceedings, ACADIA, New York 2010

Professional Memberships: NCARB; RA CPAU 2008; LEED AP 2009; SCA 2011

Name: Sandra Manninger, Ph.D.
Email: smanning@nuit.edu

Courses Taught (Four semesters prior to current visit):

Spring	2025	B.ARCH	ARCH202 Studio	Design II
Spring	2025	MS.ACT	ARCH782 Course	Computational Design II
Spring	2025	MS.ACT	ARCH784 Course	Fabrication and Robotics II
Fall	2024	B.ARCH	ARCH201 Studio	Design I
Fall	2024	MS.ACT	ARCH781 Course	Computational Design I
Fall	2024	MS.ACT	ARCH783 Course	Fabrication and Robotics I
Spring	2024	MS.ACT	ARCH702B Studio	Computational Design Studio II: Fabrication and Robotics
Fall	2023	MS.ACT	ARCH775 Seminar	History and Theory of Representation and Technologies
Fall	2023	MS.ACT	ARCH781 Course	Computational Design I
Spring	2023	MS.ACT	ARCH702B Studio	Computational Design Studio II: Fabrication and Robotics

Educational Credentials

2015 – 2020 Royal Melbourne Institute of Technology, Melbourne, AU
Doctor of Philosophy

1989- 2003 Technical University Vienna AT
Master of Science in Architecture

Teaching Experience

FACULTY POSITIONS

2022-present Associate Professor
School of Architecture and Design, Architecture, Computational Technologies, MS.ACT program, New York Institute of Technology, New York NY

2017-2020 External Examiner
Bartlett School of Architecture University College London, UK, Member Architectural Design Board of Examiners (MArch) at the Bartlett School of Architecture, University College London UK

2017 Member Board of PhD Advisors,
College of Architecture and Urban Planning, Tongji University, Shanghai,CN

2015 - 2020 Assistant Professor of Practice in Architecture Full time
Taubman College of Architecture + Urban Planning, University of Michigan, Ann Arbor MI

Professional Experience

2003-present Co- Founder, Director of Design
SPAN Baukunst, del Campo Manninger OG (LLC)

Licenses/Registration:

20O9 - present Architectenregister NL 1.091001.004

Selected Publications and Recent Research:

2024 del Campo, Matias and Sandra Manninger, AI and the Morphology of the City - Ai's Dynamic Power in Shaping the Future of Urban Design, The Routledge Companion to Smart Design Thinking in Architecture & Urbanism for a Sustainable, Living Planet by Kanaani, Mitra (Ed) Routledge pp 86-98.

2024 del Campo, Matias and Sandra Manninger, Sublime giant machines—artistic reflections between Big Data and a new Grand Tour, in Big Science in the 21st Century - Economic and Societal Impacts by Charitos1, Panagiotis T. Arabatzis, H. Cliff, G. Dissertori, J. Forneris and J. Li-Ying (Eds) IOP Science pp 401-409.

2024 Matias del Campo and Sandra Manninger. Prompting 3D Models with Natural Language, Technology, Architecture + Design (TAD) Volume 8 : 2

2024 Matias and Sandra Manninger. Tectonics of the Latent Space, Association of Computer Aided Design in Architecture (ACADIA) 2024, Calgary, CA

2024 Manninger, Sandra, Karan Patel, Mike Saad, Jacob Sam. From Flat to Spatial: Comparison of 4 methods constructing 3D, 21/2D Models from 2D Plans with neural networks, Association of Computer Aided Design in Architecture (ACADIA) 2024, Calgary, CA

2024 Matias and Sandra Manninger. ModelMine-A large scale 3D Model Housing Database for Architecture Design, Computer Vision and Pattern Recognition (CVPR) 2024, Seattle, WA

Professional Memberships:

2021 - present The Architecture + Artificial Intelligence Laboratory, Co-founder https://ar2il.com/bri

2007 – present Association for Computer Aided Design In Architecture ACADIA, member

Name: **Ivan Markov Ph.D. CEE**

Email: **imarkov@nyit.edu**

Courses Taught: **Arch 310, Arch 411, Arch 412**

Educational Credentials:

Ph.D. Cornell University
MS. Cornell University
M.Sc. University of Belgrade
Spec. Delft University
B.Sc. University of Belgrade

Teaching Experience:

NYIT
City College NYC
Rensselaer Institute of Technology
The Chines University of Hong Kong
Cornell University
Syracuse University

Professional Experience:

Researcher, University of Newcastle
Researcher, TH Eindhoven
Researcher, Royal Danish Academy of Fine Arts, Copenhagen
Structural Designer, Arcade, Netherlands
Structural Designer, Institute Kirilo Savic, Belgrade
Site Engineer,
Belgrade Licenses/Registration

Selected Publications and Recent Research:

Markov, I. "Visualization of Structural Behavior by Load Testing of Physical Models." Proceedings of the ASS Annual Symposium, "Creativity in Structural Design", MIT, Boston, USA.

Markov, I.," Vulnerability Estimates of Earthquake Damaged Water Supply Systems", 16 World Conference on Earthquake Engineering, Santiago de Chile.

Markov, I., at all "Modeling and Load Testing of Cable Net Structure", IASS Symposium: Spatial Structures in the 21st Century, Tokyo, September.

Markov, I. at all "Load Testing of Students' Shell Physical Models" International Journal of Space Structures.

Professional Memberships:

IASS - International Association of Shell and Spatial Structure
BTES - Building Technology Educators Society.

Name: Charles Matz
Email: cmatz@nyit.edu
Courses Taught: *(Four semesters prior to current visit)*
Senior Thesis in Interior Design, DSGN-401 –M01; Senior Project in Interior Design (Lecture) DSGN-402-M01; Thesis Research (Lecture) DSGN 451-M01; ID Business and Management (Lecture) DSGN 483-M01
The University of Oxford — Saïd Business School / Merton College (MScMPM) Masters of Science in Major Programme Management, 2023--The University of Oxford — Saïd Business School / Assc. St. Hughs College_(PgDipSI)--Masters Post-Graduate Diploma in Strategy and Innovation, 2018--The Cooper Union for the Advancement of Science and Art, Irwin S. Chanin School of Architecture (BArch) Bachelor of Architecture, a five-year, institutional, fully funded scholarship award, 1990--Architectural Association, London; Royal Institute of British Architects member college; Intermediate Unit Certificate abroad, a fully funded scholarship, 1986
Teaching Experience: *(5 years)*
Associate Professor, Tenured; NYIT School of Architecture and Design, Department of Interior Design
Professional Experience: *(Full-Time, 10+ years)*
President (2000-Current) CHARLESMATZ - Charles Matz Architects Professional Corporation and Curatorial Outcomes (DBA): Principal Executive Office address: 1345 Avenue of the Americas, FL2 New York, NY 10105 USA
Licenses/Registration:
New York State (Active) State of New Jersey (Active) State of Connecticut (Active) Commonwealth of Pennsylvania (Inactive) Delaware (Inactive) National Council of Architectural Registration Boards (Inactive) National Council of Interior Design Certification (Active) Interior Design: State of New Jersey Certification - Interior Design (Inactive) Royal Institute of British Architects (Active)
Selected Publications and Recent Research: *(since 2018)* Books: 2022 Drawn Thought, The Engineering of Mike Cook by M. Cook with Charles Matz—Charles Matz and Jonathan Dillon (exec. Editors) Crucible Press LLC, Napa Valley California USA, 2022 ISBN 978-0-9967526-7-1
2021 Theaster Gates, Freedom, and the Long View. Chapter pgs 129-134 In Crespi, L. (eds) Design of the Unfinished. The Urban Book Series. Springer, Charles A. Matz. (2021); ISBN 978-3-030-73456-5 Chapter International Scenario, Charles Matz (author); Chasing Invisible Starlight, by Cinqué Lee, Floyd Hughes (Illustrator) Jonathan Dillon, (Editor) Charles Matz (Editor) - ISBN 9780996752664
2019 Interior Futures by Harriet Harriss, Graeme Walker, and Kevin Walker (editors); Charles Matz and Jonathan Dillon (Exec. Editors) Crucible Press LLC, Napa Valley California USA, 2019 ISBN 0996752625, 9780996752626
2018 Environmental Geography: The Palgrave Handbook of Sustainability: Case Studies and Practical Solutions 1st ed. 2018 Edition by Robert Brinkmann (editor), Sandra J. Garren (editor) ISBN-13: 978-3319713885. Chapter 44, Charles Matz (author)
Research
The University of Oxford, Mathematical Physical and Life Sciences Division (MPLS); Strategic Advisor, University of Oxford - AWS Human-Machine Collaboration (HMC); January – May 2022.--The University of Oxford - AWS HMC Conference - Education Technologies and Creative Technologies Portfolio conference sessions; Oxford, UK--Conference sessions organiser for the Investment Pillar; April 2022. Education and Creative Technologies Portfolio presentations; closing remarks co-presenter to both.--British Council Great Lecture: Local Knowledge, Global Networks - Digital Futures for Higher Education--Broadcast Executive Producer and Co-presenter of educational XR Technologies; May 2022 with Prof Howard Hotson, Professor of Early Modern Intellectual History, University of Oxford.
Appointments
The University of Oxford--Oxford Internet Institute (OII), Current Visiting Policy Fellow, October 2023 – ongoing through October 2025. Doctoral Supervision
Board member of the scientific committee: DESIGN Materials for Study and Practice published by BIBLION Edizioni Guido **Professional Memberships:**
AIA, American Institute of Architects (Active), RIBA, Royal Institute of British Architects (Active), Architectural Association: London, England (Active), Manhattan Chamber of Commerce (Inactive), SEGD, Society for Environmental Graphic Design (Inactive), IDEC, Interior Design Educators Council (Active)

Name: Alessandro Melis, Ph.D., OAI, ARB, RIBA, Assoc. AIA, APA, AoU, USERN, HEA

Email: amelis@nyit.edu

Courses Taught:
Undergraduate Program
AAID 102 Design Fundamentals II
AAID 201 Design Studio II
ARCH 326 Foundations of Artificial Intelligence
ARCH 501 Architectural Design VII
ARCH 502 Architectural Design VIII
Graduate Program
ARCH 721 History and Theory of Urban Design
ARCH 752 Multidisciplinary Design
ARCH 753 History and Theory of Health and Design
ARCH 754 Body and Mind Health
ARCH 755 Environmental Behavior and Design Intelligence

Educational Credentials:
MArch in Architecture, 1995
Ph.D. Architecture and Urban Design, 2011

Teaching Experience:
IDC Foundation Endowed Chair Professor New York Institute of Technology
UK HEA Fellowship (UK Higher Education Academy)
Director Postgraduate Engagement – University of Auckland
Visiting Professor University Applied Arts Vienna, Bauhaus-Dessau and Sassari

Professional Experience:
Founder and Design Director of Heliopolis 21 – Associated Architects since 1996 (Italy, Germany, UK, USA, Mexico)

Licenses/Registration:
AIA Assoc. Membership – New York Chapter.
APA Membership – Section Arts and Planning - New York Chapter.
Royal Institute of British Architects (RIBA Chartered Membership).
UK Architects Registration Board (ARB Membership).
Licensed Architect and Town Planner, Italy. Permitted to work in all European Union Member States, 10/06/85 No. 85/384 EWG (A.C.E., Architects' Council of Europe).

Selected Publications and Recent Research:
Melis, A., Pievani, T., & Lara-Hernandez, J.A. (2024). *Architectural Exaptation*. Routledge.
Melis, A., Lara-Hernandez, J.A., Boarin, P., & Besen, P. (Eds.). (2024). *The Dusk of Design*. Springer
Melis, A., Vavetsi, R., & Finotti, F. (2024-in press). *The Architecture of Exhibition*. Routledge.
Melis, A., Brown, J., & Coulter, C. (Eds.) (2022). *Designing Sustainable and Resilient Cities. Small Interventions for Stronger Urban Food-Water-Energy Management*. Routledge.
Melis, A., Lara-Hernandez, J.A., & Melis, B. (2022). Learning from the Biology of Evolution: Exaptation as a Design Strategy for Future Cities. *Smart and Sustainable Built Environment*.
Melis, A., & Pievani, T. (Eds.) (2021). *Architectural Exaptation. Catalogo del Padiglione Italia. La XVII Biennale Venezia*. Vol 1a. D Editore.
Melis, A., Lara Hernandez, A., & Thomson, J. (Ed.) (2020). *Temporary Appropriation in Cities Human Spatialisation in Public Spaces and Community Resilience*. Springer International Publishing.

Name: Gregory Melitonov

Email: gmeliton@nyit.edu

Courses Taught:
- AAID 160 Introduction to History, Theory, and Criticism in Architecture - Fall 2023, Fall 2024
- AAID 161 Global History of Architecture I - Spring 2023, Spring 2024
- AAID 240 Visualization II - Spring 2023, Spring 2024 (Coordinator)
- ARCH 340 Visualization III - Fall 2022, Fall 2023
- AAID 101 Design Fundamentals I - Fall 2024
- AAID 102 Design Fundamentals II - Spring 2024
- AAID 140 Visualization I - F 2024 (Coordinator)

Educational Credentials:
Master of Architecture Degree, 2010, Yale School of Architecture - New Haven, CT
Bachelor of Science Degree in Studio Art, 2004, Skidmore College - Saratoga Springs, NY

Teaching Experience:
Columbia University GSAPP - New York
- ARCHA4001 Architecture Studio I - Fall 2023, Fall 2024

Parsons School of Design, School of Constructed Environments - New York
- PAID 1060 Hard Materials and Finishes - Spring 2023, Spring 2024
- PAID 1070 Construction Documents - Spring 2024, Fall 2024

Syracuse University School of Architecture - New York
- ARC 607 - Graduate Design Studio IV - Fall 2023

City College of New York, Spitzer School of Architecture - New York
- ARCH 24000 Core Studio IV - Spring 2023 (Coordinator)
- ARCH 35101 Core Studio V - Fall 2022
- ARCH 51560/61550 Topics in Design & Methods - Summer 2022
- ARCH 24000 Core Studio IV - Spring 2022
- ARCH 11100 Core Studio I - Fall 2021
- ARCH 51000 Advanced Studio - Summer 2021

Professional Experience:
Taller KEN - New York, US
Director, 2013 – Present

Renzo Piano Building Workshop, Inc. - Genoa, IT
Architectural Designer, 2010 – 2013

Licenses/Registration:
n/a
Selected Publications and Recent Research:
n/a

Professional Memberships:
- American Institute of Architects AIA - Associate Membership, New Practices Committee
- National Organization of Minority Architects NOMA - Associate Membership
- Urban Land Institute ULI - Associate Membership, NEXT New York Committee

Name: Mr., Brian, Messana
Email: brian@messanaororke.com and bmessana@nyit.edu

Courses Taught (Four semesters prior to current visit):

AAID Design Fundamentals 101 Fall 2023
AAID Design Fundamentals 102 Spring 2024
AAID Design Fundamentals 101 Fall 2024
AAID Design Fundamentals 102 Spring 2025

Educational Credentials:

Columbia University, Master of Science in Advanced Architectural Design, New York, NY, 1992
California Polytechnic State University, San Luis Obispo, CA, Bachelor of Architecture with Distinction, 1985 - 1989
California State University International Program, Florence, Italy, 1988 - 1989
Virginia Polytechnic, Institute for Urban Studies, Alexandria, VA, 1987 - 1988
Les Ecoles D'art Americaines de Fontainebleau, Fontainebleau, France, Summer of 1987
University of California at Los Angeles, Candidate for Bachelor of Letters and Science, 1983 - 1985

Teaching Experience:

New York Institute of Technology, Adjunct Professor, 2023 - Present
New York City College of Technology, Adjunct Professor, Fall 2007
Columbia University, Adjunct Assistant Professor, Fall 1998
Pratt Institute, Visiting Professor of Architecture, Spring 1996
The University of Texas at Austin, Visiting Professor, Fall 1995
University of Southwestern Louisiana, Assistant Professor, 1994 - 1995

Professional Experience:

Messana O'Rorke, Founding Principal, 1996 - Present
Peter Marino Architects, Project Designer, 1996 (Eight weeks)
Asymptote, 1992 (Summer Intern)
Richard Meier & Partners, Junior Designer, 1989 - 1991

Licenses/Registration:

Architecture
New York, 1995 - Present
New Jersey, 2001 - Present
California, 2003 - Present
Pennsylvania, 2008 - Present

Selected Publications and Recent Research:

Messana O'Rorke Building Blocks, Published by Rizzoli New York, 2022

Professional Memberships:

American Institute of Architects, 1998 - Present
The Architectural League of New York, 2002 - Present
Society of American Registered Architects, 2013 - Present
Open House New York, 2023 - Present

Visit www.messanaororke.com for additional information

Name: Neda Momeni, MS.AHD

Email: Neda.momeni.art@gmail.com

Courses Taught:
AAID-101-WO3 Design Fundamentals 1
ARCH-201-W05 Design 1
AAID-140-M04 Visualization 1
ARCH 340-W02 Visualization 3

Educational Credentials:
M.S. Architecture, Health and Design, NYIT, 2024
M.Arch, Iran University of Science and Technology, 2023
B.Arch, University of Tehran, 2020

Teaching Experience:
2024 - New York Institute of Technology, School of Architecture

Professional Experience: 3 years of professional experience related to Architecture, Landscape, Design, and Research

2023-2024 Architectural/Landscape Designer – Voluntary
2023-2024 Research Assistant, NYIT – Part-time
2020-2021 Architectural Designer & Coordinator, Arian Tarh – Full-time
2018-2018 Facade Designer, Arian Tarh – Part-time

Licenses/Registration: N/A

Selected Publications and Recent Research: N/A

Professional Memberships: N/A

Name: Meghna Mudaliar

Email: mmudalia@nyit.edu

Courses Taught:
2024, AAID 340: Design Visualization 3
2022, AAID 140: Design Visualization 1

Educational Credentials:
2022, Yale University, Master of Architecture
2019, University of Toronto, Bachelor of Arts (Honors)

Teaching Experience:
2022 to Present, Adjunct Instructor, New York Institute of Technology

2022, Teaching Fellow, Yale School of Architecture, ARCH 200: Scales of Design
2020, Teaching Fellow, Yale School of Architecture, ARCH 1019: Petite Planets

Guest Critic Invitations
Syracuse University, School of Architecture
2024, ARCH 101 - Architectural Design I, Professor Chong Gu

New York Institute of Technology
2024, ARCH 602 - Graduate Design Studio, Professor Steven Sculco
2023, AAID 102 - Design Fundamentals II, Professor Steven Sculco
2022, AAID 101- Design Fundamentals I, Professor Gabriel Gutierrez Huerta

Professional Experience:
2022 - Present, Architectural Designer, Studiohuerta | Brooklyn, NY

Selected Publications and Recent Research:

Alam, M and Profeta, D. "It‘s Just Textures". Rendering, STOÀ Journal. (2022).
Babra, A. and Karademir, D. “Awarded Studio Project: ‘The Seagram Building’”. Retrospecta 45, Yale School of Architecture (2022).
Rappaport, Nina. “Feldman Prize Nominated Project: ‘The Seagram Building’”. Constructs Fall 2021, Yale School of Architecture (2021).
Ansorena, C., Chun, B., Pin, C. “Awarded Seminar Project: ‘Systems Integration: What Can Be Common’”. Retrospecta 44, Yale School of Architecture (2021).
Ansorena, C., Chun, B., Pin, C. “Awarded Seminar Essay: ‘Port Cities and Agrarian Land’”. Retrospecta 44, Yale School of Architecture (2021).
Ansorena, C., Chun, B., Pin, C. “Awarded Seminar Essay: ‘Infrastructure Space and Boundaries of Sovereignty’”. Retrospecta 44, Yale School of Architecture (2021).
Dale, L., Hicks, C. and Massarelli, N. “Awarded Studio Project: ‘Three Non-Binary Bodies’” Retrospecta 43, Yale School of Architecture (2020).
Dale, L., Hicks, C. and Massarelli, N. “Awarded Seminar Project: ‘On Touching’” Retrospecta 43, Yale School of Architecture (2020).
Exhibition:
2023, Contributor, “Confronting Carbon Form”, The Irwin S. Chanin School of Architecture, Arthur A. Houghton Jr. Gallery, New York

Name: Nancy Nabatian, MSCE

Email: nnabatia@nyit.edu

Courses Taught:

ARCH 211 Statics and Strength of Materials
ARCH 310 Structural Design
ARCH 311 Structural Steel Design
ARCH 312 Reinforced Concrete Design
ARCH 411 Advanced Structural Concepts I
ARCH 412 Advanced Structural Concepts II
MENG 201 Engineering Programming
MENG 270 Instrumentation and Measurement

Educational Credentials:

Master of Science in Civil Engineering (Structural), Polytechnic Institute of New York University | 2012

Bachelor of Science in Civil Engineering, Polytechnic University | 2011

Teaching Experience:

Adjunct Instructor, New York Institute of Technology | 2018 – Present

Adjunct Assistant Professor, Farmingdale State College | 2020 – 2022
ENV 101 Energy Sustainability & Environment
ENV 302 Wind Energy
ENV 303 Energy Storage and EV
ENV 306 Solar Energy

Adjunct Lecturer, New York City College of Technology | 2017 – 2018
CMCE 2457 Construction Techniques in Civil Engineering
CMCE 3501 Steel Fabrication Detailing
MECH 2333 Strength of Materials II
MECH 3650 Advanced Strength of Materials

Professional Experience:

Civil Engineer, Gibbons, Esposito & Boyce Engineers, P.C. | 2014

Licenses/Registration: N/A

Selected Publications and Recent Research: N/A

Professional Memberships: N/A

Name: Maria Di Natale, RA, AIA, NCARB, NYSCEO
Email: mdinat01@nyit.edu

Courses Taught: AAID101, AAID102, ARC301, ARC302

Educational Credentials:
NYIT School of Architecture and Design; magna cum laude, gold medal for design
Ecole d 'Art Américaines de Fontainebleau; certificate of attendance, prix Le Corbusier
Teaching Experience:
Farmingdale State College, Architectural Technology & Construction Management, Adjunct Assistant Professor; 2024 - present
NYIT School of Architecture and Design Adjunct Associate Professor; 1991-present
NYU School of Continuing Professional studies; 1999-2002
Institute of Design & Construction; 1988-1995
Professional Experience:
VILLAGE OF FLORAL PARK BUILDING DEPARTMENT 2024 - present, Code Enforcement Official & Plan Examiner
H2M ARCHITECTS + ENGINEERS 2015 - 2024 Associate, Studio Director Private Sector Architecture, NYC Regional Office
MARIA DI NATALE AIA, ARCHITECTURE, PLANNING AND DESIGN 1997-2015 Principal Architect
DEPARTMENT OF CITYWIDE ADMINISTRATIVE SERVICES 1992-1997 Assistant Director, Space Planning Design Unit
SLCE ARCHITECTS 1988-1992 Staff Designer, Design Department
Licenses/Registration:
Registered Architect New York State; 1992-present
National Council of Architectural Registration Boards; Certified 2021
LEED Green Associate USGBC; 2017-present
New York State Code Enforcement Official; 2016-present
DEIB Certificate; Being a Pillar of Support: Allyship at Work, SUNY Geneseo; Certificate 2024
Selected Publications, Competitions and Recent Research:
Home of the Shadows 2, Buildner Competition, 2024
FAA Control Towers of the Future, Competition, 20222
Access/Ability Article, Bee Breeders Competition, December 2021
NYIT Magazine, Article: The Right Stuff, Fall 2021
Objective Architecture, 2013
Sacred Art and Architecture: Evoking the Soul, 2013
Impressions of The Cloisters, A Photographic Journey, 2013
Pavilions: A Brief Visual Excursion, 2011
Neoclassical Architecture: Geometry and Proportions of Sacred Spaces, 2011
Higher Impressions and Spatial Experiences Relative to Scale, 2010
Residential Architecture Magazine, Pavilion Submission, 2009
Hawaii International Conference on Arts and Humanities, 2006
Queens Borough Magazine, 2005
Hammer Magazine, 2005
Creation in Space 2,1990
Professional Memberships:
The American Institute of Architects; Member 1992-present
    Board Director; 2022-2024
    Executive Board Secretary; term 2024-2026
NYIT Alumni Association 1988-present
New York Society of Architects 1992-1996
Honors and Awards:
AIA Long Island Chapter Educator of the Year Award, 2020
LIBI Accessible Playhouse Competition Winner, 2019
Queens Chamber of Commerce Award, 2005
Queens and Bronx Building Association Building Award, 2005
DCAS Quality Award, 1993

Name: Ms. Diane Neff, RA, LEED AP

Email: dneff@nyit.edu

Courses Taught ARCH 401 Design V Comprehensive Design
ARCH 402 Design VI Community Design

Educational Credentials: Master of Architecture (MARCH), Columbia University Graduate School of Architecture, Planning and Preservation, 1982.
Bachelor of Science in Architecture (BSAT), University of Virginia 1980.

Teaching Experience: NYIT all levels of design, survey history of architecture I and II, architectural history seminar

Professional Experience: Diane Neff, Architect, PLLC, Larchmont, NY
GVZ Architects, Brooklyn, NY
Phillips Jansen Architects, New York, NY
Jack L Gordon Architect (JGA), New York, NY

Licenses/Registration: Registered architect – New York State
LEED Accredited Professional

Selected Publications and Recent Research:

Professional Memberships:

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Efrat Nizan, M.S. AAD

Email: enizan@nyit.edu

Courses Taught Arch 201, Arch 202, AAID 140

Educational Credentials:

2008 – 2009	Master of Science, Advanced Architectural Design, Columbia University, Graduate School of Architecture, Planning and Preservation, New York, NY
1993 – 1998	Bachelor of Architecture, New York Institute of Technology, New York, NY
1992 - 1993	Commercial Pilot Certificate and Multi-Engine Flight Instructor, Versatile Flying Academy, Ardmore, OK

Teaching Experience: Nizan is an adjunct architecture design faculty specializing in first- and second-year core design studios at the New York Institute of Technology, and have been teaching since 2010. Her assignments are in Studio and visualization in the first two years of the accredited B.Arch program.

In addition, Nizan has been coordinating second year design studios since 2017 where responsibilities include syllabus writing, coordination among several sections of each course, and organizing materials publication in Atmosphere and for NAAB exhibitions.

She has also been acting as the co-chair of the Adjunct Faculty Affairs Committee since 2023, and a member since 2021, with responsibilities of being the liaison between adjunct faculty and the School of Architecture and Design administration, coordinating semester meetings addressing adjunct faculty affairs, organizing activities such as lectures, and all faculty – administration get together.

2010 – Present	Adjunct Faculty of Architecture and Core Design Studios Coordinator, New York Institute of Technology, School of Architecture and Design
2017 – Present	Co-Coordinator Arch 201 / Arch 202
2021 – Present	Member Adjunct Faculty Affair Committee
2023 – Present	Co-Chair Adjunct Faculty Affair Committee

Professional Experience:

2010 – current	Currently holding her own firm, Nizan Holdings, LLC. Private architecture, real estate development, and construction, specializing in high end contemporary new residential construction, and commercial renovations.
2001 – 2008	Sean O'Kane Architect, LLC - High End Residential, Ridgefield, CT
1998 – 2001	N. I. USA, LLC – Real Estate Development, lead designer, involved in design and proposed renovation of the Andy Warhol Building on Madison Ave, New York, NY
1995 – 1998	Skidmore, Owings & Merrill, LLC – Design Team

Awards:

AIA Award – The Henry Adams first prize gold medal in recognition of demonstration of excellence in architecture design.

AIA Award – The certificate of Merit from the Henry Adams Fund for excellence in the study of architecture.

Name: Mike Nolan

Email: mnolan@nyit.edu

Courses Taught:
ARCH 291
ARCH 327
ARCH 401
ARCH 402
ARCH 476
ARCH 501
ARCH 502

Educational Credentials:
MFA Rutgers

Teaching Experience:

New York Institute of Technology	1988 to Present
Trenton State College	1987-1988
Rutgers University	1986-1988

Professional Experience:

Building Information Modeling Virtual Design and ConstructionConsulting and training.

BIM/VDC Research Fellow	
Center for Offsite Construction (NYIT)	2024
Logic Building Systems	2023 - Present
Start-up for modular kitchens and baths.	
AGA Architects	2021-Present
Revit consulting for NYC SCA projects	
Danny Forster DF&A	2020-Present
Nullary Group()	2019-Present
Consulting for BIM applications in Volumetric Modular Manufacturing	
Gluck+ Architects	2018- Present
Morris Adjmi Architects	2017-Present

Selected Publications and Recent Research:
Current research is in modular construction and offsite manufacturing, construction methods and proto prefab processes in late 19th century and early 20th century farm houses.

Professional Memberships:
BMI (Broadcast Music Group)

Name: Athina Papadopoulou, PhD

Email: apapad@nyit.edu

Courses Taught

- SP 25 Arch 757 MS Seminar/lab Medical and Mobility Prototypes
- FALL 24 Arch 756 MS seminar/lab Materials: Making Materials for Health and Wellbeing
- FALL 24/ SP 25 ARCH 501/ARCH 502 BARCH Design Thesis Studio
- FALL 24/ SP 25 MS Health & Design ARCH 701/ARCH 702 Thesis Research studio
- FALL 23/ SP 24 ARCH 501/ ARCH 701 MSAHD & BARCH Thesis Studio: Inclusive Futures
- SP 23 ARCH 291/ ARCH 756 MSAHD & BARCH Desigining Therapeutic Interactions (Medical and Mobility Prototypes) MS Required / Undegraduate Elective)
- SP 23 ARCH502/ ARCH702 MS & Thesis Studio: Atypical Architectures: Design for Neurodiversity and Inclusion

Educational Credentials:

- DOCTOR OF PHILOSOPHY (2022) Major: DESIGN AND COMPUTATION. Minor: HUMAN COMPUTER INTERACTION. MASSACHUSETTS INSTITUTE OF TECHNOLOGY
- MASTERS OF SCIENCE IN ARCHITECTURE STUDIES: DESIGN AND COMPUTATION (2014) MASSACHUSETTS INSTITUTE OF TECHNOLOGY
- POSTGRADUATE MASTERS IN DESIGN-SPACE-CULTURE (2010). NATIONAL TECHNICAL UNIVERSITY OF ATHENS
- DIPLOMA IN ARCHITECTURAL ENGINEERING (2008). NATIONAL TECHNICAL UNIVERSITY OF ATHENS

Teaching Experience:

- (2022 -) NEW YORK INSTITUTE OF TECHNOLOGY: ASSISTANT PROFESSOR OF ARCHITECTURE, HEALTH & DESIGN (TENURE-TRACK)
- 2022 WENTWORTH INSTITUTE OF TECHNOLOGY: VISITING FACULTY Department of Architecture
- 2014-2015 BOSTON ARCHITECTURAL COLLEGE VISITING FACULTY School of Design Studies

Professional Experience:

- 2010-2014 Architect, Personal Practice and Collaborations, Psychico, Attica, Greece
- 2009- 2010 Architect, Oikonomidis Architects, Kiffisia, Attica, Greece
- 2014-2015 Research Specialist, Architecture Department, Massachusetts Institute of Technology

Licenses/Registration:

- 2008- today, Licensed Architect, Technical Chamber of Greece

Selected Publications and Recent Research:

- Athina Papadopoulou (2024). “Affective Matter: Designing human-material interactions to enhance health and wellbeing.” Design Science
- Papadopoulou Athina, Jaclyn Berry, Terry Knight, Rosalind Picard (2019). Affective Sleeve: Wearable Materials with Haptic Action for Promoting Calmness. Proceedings of 21st International Conference on Human Computer Interaction
- Papadopoulou Athina (2019). Sensing creatures: tools for augmenting our sensory awareness of space. Proceedings of 21st International Conference on Human Computer Interaction
- Papadopoulou Athina., Laucks Jared, and Tibbits Skylar (2017). Auxetic materials in design and architecture. Nature Reviews Materials, 2(12), 17078.
- Papadopoulou Athina, Laucks Jared, and Tibbits Skylar (2017). “From Self-Assembly to Evolutionary Structures.” Architectural Design 87, no. 4: 28-37. doi:10.1002/ad.2192.
- Papadopoulou Athina (2015) “The Architect’s Perspective on the Tour and Map Perspective” Cognitive Processing, September 2015, Vol.16 -1, DOI 10.1007/s10339-015-0671-3, pp 331-336
- Correa David*, Papadopoulou Athina* (*Co-first authors), Guberan Christophe, Jhaveri Nynika, Reichert Steffen, Menges Achim, and Tibbits Skylar (2015), “3D-Printed Wood: Programming Hygroscopic Material Transformations,” 3D Printing and Additive Manufacturing, September 2015, 2(3): 106-116. doi:10.1089/3dp.2015.0022.

Professional Memberships:

- 2008- today, Panhellenic Union of Architects
- 2024 -today, American Institute of Architects (AIA)
- 2024 -today, Association for Computing Machinery (ACM)
- 2023-today, Design Research Society (DRS)

Name: Mr. Edgar Papazian, M.Arch RA AIA:

Email: epapazia@nyit.edu

Courses Taught: Architecture studios 301, 201, 401, and 302

Educational Credentials: Yale School of Architecture, Masters Degree in Architecture, 1999. Columbia College, Columbia University, Bachelor of Arts in Architecture, 1995.

Teaching Experience: Pratt Institute, 2002-3. New Jersey Institute of Technology, 2003. Portland State University, 2010-12, New York Institute of Technology, 2022-current.

Professional Experience: Personal practice, 2016-current. Past employments include: James Merrell Architects, Martin Architects, Gensler, Ennead, Pelli Clarke Pelli, Joeb Moore + Partners, Ogawa Depardon architects, etc.

Licenses/Registration: NY state licensed architect, formerly also New Jersey, Oregon.

Selected Publications and Recent Research:

"Scaleless: Approaching the Armenian Genocide," self-publish, 2010 (acquired by Avery Library at Columbia University)

Eyebrow House - "Family Circle" Portland Monthly Magazine, Oct 2011.

"Grand Central 100 Years Sketchbook," Moleskine, 2012.

"Designing Suburban Futures," Island Press, 2013.

Micro Barn - ArchDaily, 2018.

Triangle House - Dezeen architecture 2016, "The Modern A-Frame" Gibbs Smith, 2018. Dwell Magazine 2019, New York Post (2020).

Professional Memberships: American Institute of Architects

Name: Dr Sandra Piesik PhD MA AADipl BA(Hons)Arch AIA NACRAB ARB

Email: spiesik@nyit.edu

Courses Taught (Four semesters prior to current visit):

- ARCH_801-M02-2024 MASTER OF ARCHITECTURE PROGRAM
- ARCH_501-W04-2024FA-S M.S. Health and Design [M.S.AHD]
- ARCH_501-W05-2024FA-S M.S. Health and Design [M.S.AHD]

Educational Credentials: PhD MA AADipl BA(Hons)Arch

Teaching Experience:

- University College London, The Bartlett, UK,
- University of Portsmouth School of Architecture, UK,
- NYIT School of Architecture and Design, New York, USA
- Pratt Institute, School of Architecture Graduate Architecture, Landscape Architecture, and Urban Design, Brooklyn, USA

Professional Experience:

- London, UK: Foster and Partners, AHMM, Aedas, 3 ideas
- Dubai, UAE: Aeads, Dubai World, Limitless, Abyaar. 3 ideas
- Hong Kong, China: Aedas
- Singapore: HM Lim Associates, MC Consultants
- Kuala Lumpur, Malaysia: HLM LIM Associates
- Jakarta, Indonesia: McKerell Lynch Architects
- Brunei Bandar Seri Begawan: MC Consultants
- New York, USA: 3 ideas
- Amsterdam, The Netherlands: 3 ideas

Licenses/Registration:

- NCARB USA Washington D.C. Record Number 891358
- AIA USA New York Registration Number 40806195
- ARB UK London Registration Number 069376F
- Architects Registration Hague, The Netherlands Membership No 1.210421.001

Selected Publications and Recent Research:

- *'HABITAT: Vernacular Architecture for a Changing Climate'* (May 2023 by Thames & Hudson UK, 2024 Thames & Hudson USA, Shufusha)
- *'HABITAT: Vernacular Architecture for a Changing Planet'* (2017, Thames & Hudson, Abrams Books, Flammarion, Editions Detail and Blume)
- *'Arish: Palm-Leaf Architecture'* (2012 Thames & Hudson)

Professional Memberships:

- NCARB USA Washington D.C. Record Number 891358
- AIA USA New York Registration Number 40806195
- ARB UK London Registration Number 069376F
- Architects Registration Hague, The Netherlands Membership No 1.210421.001
- The Explorers Club, New York
- UNFCCC The Nairobi Work Programme (NWP),
- UNFCCC The Paris Committee on Capacity Building (PCCB),
- UNFCCC The Climate and Technology Centre & Network (CTCN)

Name: Christian Pongratz, M.Arch, Architekt AKB, Intl. Assoc. AIA, IDSA,
Professor of Architecture, Director M.S. Health and Design, Co-director reMEDIAlab 2016-
Senior Advisor to the Provost, New York Institute of Technology, 2019-2021
Interim Dean, School of Interdisciplinary Studies and Education, New York Institute of Technology, 2017-2019
Email: Christian.pongratz@nyit.edu

Courses Taught: ARCH 701, 702, 752, 754, 757, 502, 501, (M.S.AHD & B.ARCH)

Educational Credentials:
8x certificates on design, innovation, leadership, IDEO, 2019-2021
1x certificate on healthcare contextual inquiry, IDSA, 2019
Sci-Arc, Southern California Institute of Architecture, M.Arch, 1997
Technische Universitaet Muenchen, Diploma Studies, 1994

Teaching Experience:
Studio Sequence – since 2000 studio levels from third year to thesis
Seminars – Digital Design & Fabrication, Robotics, Additive Manufacturing, Design Thinking, Summer Abroad Program Courses
@ UT Austin, Texas Tech Univ., Tongji Univ., Univ. Arkansas, AIA cont. education, Univ. Ferrara IT, Marmomacc Academy IT; Architectural Association UK; Yeungjin Jr. College, Taegu, Korea;

Professional Experience: most recent work
Pongratz Perbellini/ Cyberstone LLC Partner (since 2000)

Crispr, invited project to MACCA museum, design and construction of public plaza, Peccioli, Italy, 2022-23;
Crispr Locus, onsite installation of micro plaza, 17th International Biennale, Venice, Italy, june -december 2021;

Licenses/Registration:
Licensed Architect ("Freischaffender Architekt"), Architektenkammer Berlin, Chapter of the Land Berlin, GermanyMembership N.: 09690

Selected Publications and Recent Research: Pongratz, Christian R.; Perbellini, Maria-Rita, co-editors

- *Heliopolis 21*, Architecture: between nature and artifact; monograph, Skira, 2021, ISBN 978-88-572-4563-8
- *Digital Media for Design,* a textbook on digital media, publisher Cognella Academic Publishing, an imprint of University Readers, Inc., CA, Preliminary Edition, 2015; First Edition, 2016; ISBN 978-1-62131-346-5, 348 pages
- *Cyberstone. Innovazioni digitali sulla pietra*, Edilstampa s.r.l., 2009, ISBN: 8878640514, a book investigating cutting edge digital design and fabrication technology of natural stone applications in architecture (*in Italian*). Translation to English and German in progress.
- *Natural Born CAADesigners: Young American Architects*, Series "The Information Technology Revolution in Architecture" (edited by) Antonino Saggio, Birkhauser Verlag, Basel, Switzerland, February 2000, ISBN 3-7643-6246-4, 95 pages,
- *Nati con il computer. Giovani architetti americani*, Universale di Architettura, Collana of Bruno Zevi, Series of "The Informatic Revolution", Testo&Immagine, Torino, Italy, February 2000, ISBN 88-86498-93-4, 95 pages (*in Italian*).
- *Peter Eisenman – Monograph*, in "C3, Korean Architects", No.156, 08/1997, pages 5-177, Seoul, Korea, ISSN 1227-611108,

Professional Memberships:
ADI; Association for Industrial Design, Milan, Italy; IDSA, Industrial Designers of America, USA; ACADIA; Association for Computer Aided Design in America; ROBARCH, Association for Robots in Architecture, Vienna, Austria; The Charles Moore Center for the Study of Place, Austin, USA, Resident, Fall 2001, Spring 2002.

Name: Demir Purisic, RA (NY), NCARB

Email: dpurisic@nyit.edu

Courses Taught

2025 Spring	ARCH 302 (Architectural Design IV); ARCH 222 (Building Construction II)
2024 Fall	ARCH 301 (Architectural Design III); ARCH 221 (Building Construction I); ARCH 372 (Environmental Site Planning)
2024 Spring	ARCH 402 (Design VI – Community Design); ARCH 481 (Professional Practice I)
2023 Fall	ARCH 401 (Integrative Design V)

Educational Credentials:

2015-2017	**Harvard University** Master of Architecture (Degree conferred: May 2017)
2010-2015	**CUNY The City College of New York** Bachelor of Architecture (Degree conferred: May 2015)

Teaching Experience:

2021-present	**New York Institute of Technology**, School of Architecture & Design, Adjunct Lecturer
2018-present	**CUNY - New York City College of Technology**, Adjunct Assistant Professor
2020-present	**CUNY - The City College of New York**, Instructor, "Explorations In Architecture" course
2018-2021	**CUNY – The City College of New York Spitzer School of Architecture** – Adjunct Professor

Professional Experience:

2021-present	**Studio Purisic**, New York, NY, Principal & Founder
2018-2021	**Skidmore, Owings & Merrill (SOM)**, New York, NY - Architectural Designer
2017-2018	**Harvard University** – Research Associate
2017-2018	**OMA/AMO** – Office of Metropolitan Architecture, Rotterdam – Research Associate
2016	**RadLab** – Cambridge, MA – Intern
2016-2017	**Interboro Partners**, Cambridge, MA – Researcher
2013-2015	**Remont**, New York, NY - Project Coordinator
2012	**Zambak Mimarlik**, Istanbul, Turkey - Intern

Licenses/Registration:

2022-present	Registered Architect, New York State (License no. 044862)

Selected Publications and Recent Research:

2020	Countryside, A Report – AMO/Rem Koolhaas (Guggenheim, Taschen)
2020	(Exhibition) Countryside, The Future – Solomon R. Guggenheim Museum, New York, NY
2020	(Exhibition) Witte de With Center for Contemporary Art – Rotterdam, The Netherlands
2018	Live Feed – Harvard University Graduate School of Design
2017	Still Life – Harvard University Graduate School of Design
2017	The Art Space – Harvard University Graduate School of Design
2016	Material Performance: Fibrous Tectonics & Architectural Morphology – Harvard University Graduate School of Design
2015	City Works – The City College of New York Spitzer School of Architecture
2014	City Works – The City College of New York Spitzer School of Architecture
2013	(Exhibition) Governor's Island Arts Fair, New York, NY

Professional Memberships:

NCARB

Name: Jeffrey Raven, PhD, FAIA, LEED BD+C, Associate Professor

Email: raven@nyit.edu

Courses Taught (Four semesters prior to current visit):
F23: ARCH824- Cities, Ecologies + Infrastructures; Sp24: ARCH702-Urban Design Studio II; F24: ARCH824- Cities, Ecologies + Infrastructures; ARCH362-History and Theory of the City; Sp25: ARCH702-Urban Design Studio II

Educational Credentials:
PhD, Urbanism-Urban Systems/Urban Design, Université Paris-Est Sup, France; Doctoral program in Cities, Transport & Territories, accredited in architecture and urbanism, 2023.
MSt, Interdisciplinary Design for the Built Environment (IDBE), Cambridge University, England, 2010
BArch, Architecture (Professional Degree), 1987. BFA (Fine Arts), 1986. Rhode Island School of Design
B.A. (History), Trinity College, Hartford, CT., 1984

Teaching Experience:
New York Institute of Technology, Associate Professor, 2021-current / Director, Graduate Program in Urban and Regional Design, 2012-2020.
Université Paris-Est, Lab'Urba, Visiting Scholar, 2020; Teaching Master 2 Urban Systems (Génie Urbain), Sustainable Urban Development: Risk and Resilience (RU²), 2020 & 2023, France.
Columbia University, Adj. Asst. Professor, Master of Science in Architecture + Urban Design, 2009-2011.
Cooper Union Continuing Education / The New York Times Knowledge Network; certificate program

Professional Experience:
RAVEN Architecture + Urban Design LLC.
Louis Berger Group, Director - Sustainability + Urban Design; Berger Group Holdings
Regional Plan Association, Downtown Brooklyn Development Project, Director
Buckhurst Fish Jacquemart / Hutton & Katz, Inc., Urban Designer, New York
Gérard Grandval, Architecte/Urbaniste, Architect / Urban Designer, Paris

Licenses/Registration:
Registered Architect: New York 023141-1; New Jersey 21AI01544100
LEED Professional: LEED BD+C; GBCI# 65300; 1/3/14

Selected Publications and Recent Research:
Raven, J., Leone, M., et.al. (2025-in progress). *Architecture, Urban Design and Planning for Climate Action*. In C. Rosenzweig, W. Solecki, et.al. (eds.), Climate Change and Cities: Third Assessment Report of the Urban Climate Change Research Network. Cambridge University Press.

Raven, J., Leone, M., et.al. (2025-in progress). *Integrating Mitigation and Adaptation Strategies to Confront Urban Climate Change*. In Baojie He, et.al (eds), *Urban Climate and Urban Design*, Springer.

Raven J., Braneon C., Rosenzweig C. (2021) *Embedding Climate Change in Urban Planning and Urban Design in New York City*. In: Ren C., McGregor G. (eds) Urban Climate Science for Planning Healthy Cities. Biometeorology, vol 5. Springer, Cham. https://doi.org/10.1007/978-3-030-87598-5_3

Raven, Jeffrey, Christian Braneon, and Michael Esposito. *Urban Design Climate Workshop: Gowanus, Brooklyn*. Washington, DC: Urban Land Institute, 2020. https://knowledge.uli.org/urban-design-climate-workshop-gowanus

Raven, J. (2020) *La Revue Urbanisme, Ville chaude - quartiers cool : À la recherche des îlots de fraîcheur,* Edition #417, Paris, France.

Raven, J. (2020) *Les villes doivent s'inspirer de la climatologie urbaine pour répondre à la crise sanitaire (cities must take inspiration from urban climatology to respond to the health crisis)***,** Le Monde, Paris, ISSN: 19506260.

Raven, J., Stone, B., Mills, G., Towers, J., Katzschner, L., Leone, M., Gaborit, P., Georgescu, M., and Hariri, M. (2018). *Urban planning and urban design*. In C. Rosenzweig, W. Solecki, et.al. (eds.), *Climate Change and Cities: Raven*, Jeffrey. Cooling the Public Realm: Climate-Resilient Urban Design · Resilient Cities (2011) Springer 1: 451-463, 2011. *Cities and Adaptation to Climate Change - Proceedings of the Global Forum 2010, Series: Local Sustainability, Vol. 1, Otto-Zimmermann, Konrad (Ed.), 2011, XLIV, 576 p.*

Professional Memberships:
College of Fellows of the American Institute of Architects (FAIA); US Green Building Council

Name : Al Reid

Email : areid11@nyit.edu

Courses Taught:

- Visualization I
- Visualization II
- Design Fundamentals I

Educational Credentials:

- Bachelors of Architecture, New York Institute of Technology

Teaching Experience:

- Teachers Assistant, New York Institute of Technology (2023 – 2024)
- Adjunct Professor, New York Institute of Technology (2024 – Present)

Professional Experience:

- N/A

Licenses/Registration:

- N/A

Selected Publications and Recent Research:

- Atmosphere Architectural Journal, Spring 2022

Professional Memberships:

- National Organization of Minority Architects, (2022 – Present)

Name: Ayman Rouhani RA

Email: arouhani@nyit.edu

Courses Taught: AAID 101

Educational Credentials:
Washington University in St. Louis Master of Architecture; May 2019 MARCH
Washington University in St. Louis Master of Architecture Urban Design; May 2019 MUD
Morgan State University Bachelor of Science in Architecture & Environmental Design; May 2016 BSAED

Teaching Experience:
Studio - Design Fundamentals 1

Professional Experience:
Bernheimer Architecture Architect (since 2021)
River Commons– Bronx, NY; Mixed use development. 2 floors commercial, 15 floors/278 affordable/supportive housing units. Estimated construction start Dec. 2025
155 3rd Street – Brooklyn, NY; Mixed use development 3 floors commercial, 19 floors / 301 units. Est. construction start Aug 2025.
300 Huntington Brooklyn, NY; 4 floors 70,000 commercial, 6 floors. Completion 2024.

MBB Architects Designer (2019-2021)
Bayard Cutting Arboretum – Great River, NY; NYS Parks visitors center. Completed 2024.
Harry Frank Guggenheim Foundation – New York, NY; 5,000sf office space for non-profit institution. Recipient of 2023 SARA NY Design Award of Honor. Completed 2021.

Licenses/Registration:
Registered Architect, New York State License number 045009 RA 2022

Selected Publications and Recent Research:
Evaluating Cold-Climate PTHPS for Effective Multifamily Air Conditioning; w/ Brandon Pietras. January 2025

Name: Paul Ruppert
Email: pruppert@nyit.edu

Courses Taught (Four semesters prior to current visit):
Fall: ARCH 401 (Integrative Design V); Spring: ARCH 402 (Design VI: Community Design);

Educational Credentials:
2016 Princeton University School of Architecture. Master of Architecture.
(Degree conferred: May 2016.)
2010 California Polytechnic State University—San Luis Obispo, Bachelor of Architecture.
(Degree conferred: June 2010.)

Teaching Experience:
2022–present The City College of New York. Instructor, "Summer Career Lab in Architecture."
2021–present New York Institute of Technology, School of Architecture & Design. Adjunct Lecturer.
2020 Columbia University Graduate School of Architecture, Planning and Preservation. Adjunct Assistant Professor.
2019 Harvard Graduate School of Design. Instructor in Architecture for "Laboratory School, Stacking, Pragmatism . . . "
2019 Fay Jones School of Architecture, University of Arkansas. Workshop leader.
2017–2018 Princeton University School of Architecture. Curricular Assistant to Michael Meredith, Post-professional thesis.
2017 Columbia University Graduate School of Architecture, Planning and Preservation. Research Assistant to Hilary Sample.
2016–present Spitzer School of Architecture, The City College of New York. Adjunct Lecturer.

Professional Experience:
2020–present Commodity, New York, New York. Principal & Founder.
2016–2020 MOS Architects, New York, New York. Associate.
2011–2017 suckerPUNCH, New York, New York. Assistant Editor.
2011–2014 Hume Coover Studio, New York, New York. Designer.
2011 Anyone Corporation/Log, New York, New York. Editorial Intern.

Licenses/Registration: N/A

Selected Publications and Recent Research:
2025 "Architecture in Crisis in Crisis," *Flash Art*, ed. ANY (Forthcoming).
2019 MOS, *Different Objects of Various Sizes*. *Forthcoming*
Michael Meredith, Hilary Sample, & MOS, eds., *A Book on Making a Petite École* (New York: 2019).
Michael Meredith, Hilary Sample, & MOS, eds., *An Unfinished Encyclopedia of Scale Figures* (London and Cambridge: MIT Press, 2019).
Michael Meredith and Hilary Sample, *Houses for Sale* (Mantova: Corraini Edizioni/Canadian Centre for Architecture, 2019).
2018 Michael Meredith, ed., *44 Low-resolution Houses* (Princeton: Princeton School of Architecture, 2018).
MOS, *Apan Housing Laboratory* (Mexico City: INFONAVIT/CIDS, 2018).
2017 MOS, *And Benches, Platforms, Partitions, Shelving, Activity . . .* (New York: A/D/O, 2017).
2016 MOS, *A Situation Constructed . . .*
2012 suckerPUNCH (Nate Hume, Abigail Coover, and Paul Ruppert), "Something Wild[er]," *TARP Architecture Manual: Not Nature* (Brooklyn: Pratt Institute, 2012): 26–37.
2011 "On listening," *Log* 23 (Fall 2011): 58.

Professional Memberships: N/A

Name: Giovanni Santamaria, Ph.D., OAI
Email: gsantam@nyit.edu

Courses Taught:
Undergraduate Program:
AAID 140 Visualization I
AAID 101 Design Fundamentals I
AAID 102 Design Fundamentals II
ARCH 161 Survey History of Architecture I
ARCH 201 Architectural Design I
ARCH 202 Architectural Design II
ARCH 291 Special Studies in Architecture
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
Graduate Program:
ARCH 702 Urban and Regional Design
ARCH 726 Case studies Urbanism/ Sub-Urbanism

Educational Credentials:
Bachelor Degree in Architecture, 2001
Ph.D. Architecture and Urban Design, 2005

Teaching Experience:
Professor, School of Architecture and Design (SoAD), New York Institute of technology
(*Associate Dean for Academic Operations, 2023-present and Departmental Chair, 2019-2023, SoAD)*
Associate Professor, SoAD, New York Institute of Technology, 2017-2020
Visiting Associate Professor, SoAD, New York Institute of technology, 2014-2017
Adjunct Assistant Professor, SoAD, New York Institute of technology, 2008-2014
Adjunct Associate Professor, Scuola di Architettura of Politecnico di Milano, 2004-2007
Adjunct Assistant Professor, Scuola di Architettura of Univerita' di Parma, 2001-2003

Professional Experience:
Project Architect: Beyhan Karahan Associate Architects, 2014-2017
Partner: Studio Moreno/Santamaria, 2004-2007

Licenses/Registration:
OAI- Italy and Europe, Ordine degli Architetti, Paesaggisti e Pianificatori # 1630

Selected Publications and Recent Research:
"Th Architecture of Exhibitions and the Exhibition of Architectures" Published in "The Architecture of Exhibition." By Melis, A., Vavetsi, R., & Finotti, F., Routledge 2024.
"Interscalar and Resilient Morphogenesis in Metabolic Territories" with M. Del Signore. Published in "Resilient Communities and the Peccioli Charter - Towards the possibility of an Italian Charter for Resilient Communities," eds. Carta, M., Perbellini, M., Lara-Hernandez, J.A. Springer. 2021.
"Anatomy of a Mutating Landscape." Published in "Metropolitan landscapes: towards a shared construction of the resilient city of the future," by A.Contin, Springer, 2021
"Urban Metabolism and Metropolitan Regions," S.ARCH- 2019
"Merging Thresholds and New Landscapes of Knowledge," ACSA 2019
"Transforming Territories- A Landscape of In-Tensio-Alities," International Journal of Social Science, 2018

Professional Memberships:
International Association of Landscape Education

Name: David Sepulveda, LEED GA

Email: david@gsa-arch.com

Courses Taught:
- Design 1/ 2 (Arch 201/202)
- Building Construction 1/ 2 (Arch 221/ 222)

Educational Credentials:
- Bachelor of Architecture (B.Arch.), NYIT 1999 – 2002/ 2009-2012

Teaching Experience:
- New York Institute of Technology, 2024-Present
- New York School of Interior Design, 2018-2020

Professional Experience:
- Gidich + Sepulveda Architecture, Partner, 2018-Present
- Hyper Collaborative, Founder, 2014-Present
- Two-One-Two Design, Project Manager, 2013-2016
- Beyhan Karahan Architects & Assoc, Senior Project Architect, 2011-2013
- Pulice + Williams Architects, Project Architect, 2001-2011

Licenses/Registration:
- NCARB Certified, National Council of Architectural Registration Boards
- LEED Green Associate (LEED GA), U.S. Green Building Council
- Registered Architect projected 2025

Selected Publications and Recent Research:
- GA Houses #181/ Japan Edition- Project 2022, pg. 107-110
- Pasajes Arquitectura #142- Superhuman pg. 32-33
- Evolo: evolo.us/bio-pyramid-reversing-desertification
- NYCxDESIGN Awards 2021/ 2024- Gansevoort Hotel
- Restaurant & Bar Design Awards 2024- Beef Bar
- Restaurant & Bar Design Awards 2024- Mēdüzā Mediterrania
- Hospitality Design 20th Annual Awards – Best Event Space 2024 Winner - NeueHouse Cinema
- One Prize 2013 Finalist- Contained NYC- https://www.oneprize.org/13finalists.html

Professional Memberships:
- Associate Member, American Institute of Architects (AIA)
- AIA Architects League of Northern New Jersey

Name: Andrew Seskunas, RA

Email: seskuna@nyit.edu

Courses Taught (Four semesters prior to current visit):

ARCH 724

Educational Credentials:

B.S. in Arch., University of Maryland, 2003
M Arch., Pratt Institute, 2008

Teaching Experience:

MIAW Interactive Design Workshop, Politecnico di Milano, 2011
Lecture, Boston Architectural College, 2015
Lecture, School of the Art Institute of Chicago, 2019
Lecture, Harvard Graduate School of Design, 2019
Lecture, University of Maryland, School of Landscape Architecture, 2021
Part Time Faculty, Parsons School of Design, The New School, 2017-Present
Adjunct Associate Professor, NYIT School of Architecture and Design, 2019-Present
Workshop, Vilnius Academy of Arts, Lithuania, 2023

Professional Experience:

Studio Director: Studio Arne Quinze - Berlin, 2008-2012
Partner: The Principals - New York, 2012-2019
Director: Seskunas Architecture Workshop, PLLC - New York, 2019 – Present

Licenses/Registration:

New York State #041343 - 2018

Selected Publications and Recent Research:

Leydecker, Sylvia (Editor), *Designing Interior Architecture*, Birkhauser Basel 2013, p. 95
Richman, Kelly: “Why do you do what you do?”, ROOMS, issue 17, 2015, p. 108-111
Fixsen, Anna: “Perspective, Firm to Watch”, Architectural Record, vol. 7, July 2015, p. 33
Rago, Danielle: “Next Progressives: The Principals”, Architect, The Journal of the American Institute of Architects, vol. 105, number 1, January 2016, p. 34-39
Medina, Samuel: “PROFILE The Principals”, Metropolis, vol. 35, number 9, April 2016, p. 54-56 Aihong, Li, *Interactive Installation Art & Design*, Art Power, Shenzhen, 2020, p. 104-109, 158-161, 265 Day, Karen: “Studio Visit: SAW.EARTH”, Coolhunting 10 February 2023, <https://coolhunting.com/design/studio-visit-saw-earth/>
Jaruševičiūtė, Mantė: “Andrew Seskunas: Dizaine uzfiksuotas laikas”, Lamu Slenis, Issue 131, 2023, pp 50-59

Name: Evan Shieh, M.AUD.

Email: eshieh@nyit.edu

Courses Taught: *(Four semesters prior to current visit)*
Graduate: ARCH 802 Design Studio 7
Undergraduate: ARCH 502: Architectural Design VIII, ARCH 501: Architectural Design VII, ARCH 402: Architectural Design VI, ARCH 401: Architectural Design V

Educational Credentials:
2019 Master of Architecture in Urban Design, Harvard University, Graduate School of Design
2012 Bachelor of Architecture, University of Southern California

Teaching Experience: *(5 years)*
2023 - Current **Assistant Professor of Architecture** *(Full-Time*), New York Institute of Technology
2022 - 2023 **Adjunct Lecturer**, New York Institute of Technology
2022 - 2023 **Adjunct Lecturer**, Parsons School of Design
2022 **Adjunct Lecturer**, City College of New York, the Spitzer School of Architecture
2021 - 2022 **Assistant Professor of Architecture** *(Full-Time*), University of Virginia
2019 - 2020 **Irving Innovation Teaching Fellow** *(Full-Time*), Harvard University, Graduate School of Design

Professional Experience: *(Full-Time, 10+ years)*
2021 - Current **Director, Founding Principal,** Emergent Studio (NYC, NY)
2020 - 2021 **Urban Designer**, Henning Larsen Architects (NYC, NY)
2019 **Researcher**, City Form Lab (Boston, MA)
2018 **Urban Design Researcher**, NYC Department of City Planning (NYC, NY)
2014 - 2017 **Project Leader, Architect**, UNStudio (Shanghai, CN)
2012 - 2014 **Job Captain, Designer**, Standard LLP Architecture (Los Angeles, CA)
2011 - 2012 **Lead Designer**, Do|Su Studio Architecture (Los Angeles, CA)

Licenses/Registration:
National Council of Architectural Registration Boards (NCARB), ID # 698627

Selected Publications and Recent Research: *(since 2018)*
Published Books (Authored or Edited):

Shieh, Evan. *Autonomous Urbanism: Towards a New Transitopia*. ORO Editions / AR+D Publishing, 2024.
Shieh, Evan and Rahul Mehrotra. *Extreme Urbanism V*. Harvard GSD, 2023.
Shieh, Evan, Chris Reed and Sean Canty. *Multiple Miamis*. Harvard GSD, 2020.
Shieh, Evan, Andres Sevtsuk, and Solomon Green-Eames. *The Future of Streets*. Harvard GSD, 2019.

Publications Contributed:

Moon, Donghwan, Clayton Strange, Theodore Hoerr, Dongsei, Kim, and Evan Shieh. "Productive Han Ga-Ram: the Han River as a Madang of Culture and Ecology." *Land Architecture, Land Urbanism,* edited by the Seoul Metropolitan Government, 2024, pp. 256-257.
Strange, Clayton, Evan Shieh and Theodore Hoerr. "An Ecology of Knowledge and Culture." *Incheon Geomdan Cultural Complex*, edited by the Incheon Metro City Municipality, 2023, pp. 147-157.
Shieh, Evan. "Driverless Urban Futures." *Platform 12: How About Now?* edited by Carrie Bly, Isabella Frontado and Natashaa Hicks. Actar Publishers, 2019, pp. 160-162.
Shieh, Evan. "Form-Based Coding." *Platform 11: Setting the Table*, edited by Esther Bang, Lane Rubin, and Enrique Silva. Actar Publishers, 2018, pp. 100.

Professional Memberships:
American Institute of Architects (AIA), ID #3924296
National Organization of Minority Architects (NOMA), ID #72013322

Name: T. Craig Sinclair

Email: tsincl03@nyit.edu

Courses Taught
ARCH 362 History and Theory of the City: Spring 2024, Spring 2025

Educational Credentials:
2016 Master of Architecture I, Pratt Institute Graduate Architecture Urban Design
2010 Bachelor of Arts in Philosophy and Political Science, Linfield College

Teaching Experience:
2024-Present Adjunct Assistant Professor – NYIT School of Architecture and Design
2024-Present Instructor – Syracuse University, School of Architecture
ARC 208: Design Studio IV, SP25
ARC 242: Architectural Theory (with Britt Eversole), SP25
ARC 207: Design Studio III, FA24
2020-2024 Adjunct Faculty – Kean University, School of Public Architecture
ARCH 3106: Undergraduate Studio 6, SP24
ARCH 4107: Undergraduate Studio 7, FA23
ARCH 4108: Undergraduate Studio 8, SP23
ARCH 5110: Graduate Studio 5, FA 22
ARCH 1201: Western Architectural History I, SP20, SP21, SP23, SP24
2021-2022 Visiting Researcher – Norwegian University of Science and Technology, KiT
BK 3105: Adv Artistic Work MFA1 (with Nabil Ahmed), FA21
BK 3202: Int to Artistic Research MFA1 (with Mari Bastashevski), SP22
AAR 4923: Ocean Justic EiT (with Nabil Ahmed), SP22

Professional Experience:
2018-Present Co-Director, Studios Sinclairs
2019-2021 Architectural Designer, Ennead Architects
2017-2019 Designer, Studio Olafur Eliasson
2016 Designer, Carlos Arnaiz Architects
2011-2013 Arts Planner, King County Arts Authority (dba 4Culture)

Licenses/Registration:
N/A

Selected Publications and Recent Research:
2024 "Representing Abyss," *Thresholds*, ed. 52 (2024): 186-195.
2022 *Data Center of the Sea* exhibited at Everything Will be Fine at Hebbel-am-Ufer, Berlin
2022 Exhibition Design for *Blue Peril*, shown at 17th Istanbul Biennale
2022 Exhibition Design for *Pending Xenophora*, shown at Mediamatic and 'Digital Ecologies' Conference
2022 *Dypt Havn: Architectures for Other-Than-Humans*, solo show at Kunstakademiet i Trondheim
2019 "What about Quincy?," *ARCADE*, ed. 37.2 (2019): 28-29.
2018 "Hello, Computer," *CLOG*, ed. 16 (2018): 102-103.

Professional Memberships:
N/A

Name: Clarke Snell, RA CPHC

Email: fsnell@nyit.edu

Courses Taught: ARCH 221/222, ARCH 324/325, ARCH 413, ARCH 791

Educational Credentials:
Master of Architecture, University of North Carolina Charlotte.
B.A., Plan II (honors liberal arts), University of Texas at Austin.

Teaching Experience:
Studio – Design/build studios including two Solar Decathlons
Tech courses – A variety of courses dealing with building construction, environmental systems, BPS, engineering design, technical graphic modelling.

Professional Experience:
TGB, Principal. 1994 – 2009.
Sustainable homestead design/build; specialized in low-tech, low-carbon building systems.
Nauhaus Institute, Managing Director. 2009- 2011.
Low-carbon building systems non-profit; first hempcrete building in the US, designed to the Passive House standard.

Licenses/Registration:
Registered Architect, New Jersey License number **22091**

Selected Publications and Recent Research:
Books
Nastasi, John, Ed May, and Clarke Snell. SU+RE: Sustainable + Resilient Design Systems. London: Wiley. 2017.
Snell, Clarke, and Tim Callahan. Building Green: A Complete How-to Guide to Alternate Building Methods : Earth Plaster, Straw Bale, Cordwood, Cob, Living Roofs. New York: Lark Books, 2009.
Snell, Clarke. The Good House Book: A Common-Sense Guide to Alternative Homebuilding. New York: Lark Books, 2004.
Articles
Snell, Clarke. “Teaching Performance: Architectural Simulation in the Studio.” Building Enclosure Science and Technology Conference. Austin, TX, 2024.
Snell, Clarke. “Virtual Hands-On: Taking a Design Lab On-line.” ASEE 2021. Long Beach, CA, 2021.
Snell, Clarke. “Climate Change is the New Gravity: Sustainability and Resilience as Architectural Design Constraints.” Architectural Design, V.88, no. 1 (January/February 2018).
Snell, Clarke. “Practical Resilience: Low-Tech Plug-and-Play Innovation in the SU+RE House.” Architectural Design, V.88, no. 1 (January/February 2018).
Snell, Clarke. “SU+RE Power: Energy Independence and the Sustainable, Resilient Sun.” Architectural Design, V.88, no. 1 (January/February 2018).
Snell, C., Tempest, B., Gentry, T. “Comparison of the Thermal Characteristics of Portland Cement And Geopolymer Cement Concrete Mixes. ASCE Journal of Architectural Engineering, Journal of Architectural Engineering 23, no.1 (January 2017).

Professional Memberships:
SBSE, Secretary and Board Member (since 2020)
PHIUS and PHI, Member
IBIPSA, Member

Name: Nicholas Soniprasad, Associate AIA

Email: nsonipra@nyit.edu

Courses Taught (Four semesters prior to current visit):
Spring 2025:
Graduate : ARCH 621 Building Systems 1
ARCH 722 Building Systems 2
Undergraduate: ARCH 327 Construction Documents

Spring 2024:
Graduate: ARCH 621 Building Systems 1
Undergraduate: ARCH 240 Visualization 2

Fall 2023:
Undergraduate: ARCH 340 Visualization 3

Spring 2023:
Undergraduate: ARCH 240 Visualization 1

Educational Credentials:
Columbia University Graduate School of Architecture, Planning, Preservation
Master of Science in Advanced Architectural Design, May 2019

NYiT School of Architecture and Design
Bachelor of Architecture, May 2017

Teaching Experience:

Adjunct Lecturer, NYiT School of Architecture and Design, Spring 2022-Current
Adjunct Lecturer, NJiT Hillier College of Architecture, Fall 2023-Current
Adjunct Professor, CUNY New York City College of Architecture, Spring 2021-Current
Adjunct Professor, Alfred State College of Architecture and Design, Spring 2024-Current

Professional Experience:

Tristate AC Partner, BIM Lead and Project Management February 2021-Current
Front Inc. Façade Consultant April 2019-February 2021
Socotec Inc Façade Inspector/Consultant June 2018-April 2019
Metropolis Group Inc Envelope Consultant January 2017-April 2019

Licenses/Registration: N/A

Selected Publications and Recent Research:
TECHNE 2023-2024, NYC City College of Technology
Atmosphere 2022-2024, NYiT School of Architecture and Design

Professional Memberships: N/A

Name: Jeannette Sordi, PhD

Email: jsordi@nyit.edu

Courses Taught:
Arch 502, Thesis Studio, Undergraduate (S2025)
Arch 501, Thesis Studio, Undergraduate (F2024)
Arch 801, Architecture Studio V, Master of Architecture (F2024, F2023)
Arch 702, Urban Design Studio II, Ms Architecture Urban Design (S2024)
Arch 291, Elective Seminar, Undergraduate (s2024)
Arch 721, History and Theory of Cities, Ms Architecture Urban Design (F2023)

Educational Credentials: Ph.D., Master's in Architecture, Professional Diploma (6 years)

Teaching Experience: (11 years)
2023- Visiting Associate Professor, New York Institute of Technology (full-time)
2021-2022 Adjunct Professor, Syracuse University
2019-2023 Adjunct Associate Professor, New York Institute of Technology
2017-2018 Associate Professor, Landscape and Urbanism, tenure-track, Adolfo Ibanez University (full-time)
2014-2017 Assistant Professor, Adolfo Ibanez University (full-time)
2017-2018 Teaching and Research Fellow, Visiting Fellowship, University of Trento
2014 Post-doctoral Research Fellow, Leibniz University Hannover
2013-2014 Adjunct Professor, University of Genoa

Professional Experience:
2015- Jeannette Sordi, Ph.D. Design Landscape Urbanism- Design and Consulting
2020- External Consultant, Inter-American Development Bank
2016-2017 Curator, Chilean Architecture Biennale, Chilean Architecture Association
2015-2022 Co-founder and co-organizer, Landscape as Urbanism in the Americas
2010-2011 Assistant Curator and Researcher, Museum for the Arts of the XXI Century (MAXXI),
2008-2009 Architect, Open Building Research, Genoa-Milan-London

Licenses/Registration:
2009 Licensed architect, landscape architect and planner in Italy and the European Union, n.2704298

Selected Publications and Recent Research:
Books:
2025 Sordi, Jeannette, Shlomo Angel, Diego Arcia, eds., Accommodating Growth in Latin American Cities. Inter-american Development Bank (IDB), with New York University and Korea Research Institute for Human Settlements.
2022 Sordi, Jeannette, F. Vera, et al. Ecological Design. Strategies for the Vulnerable City II, IDB.
2021 Sordi, Jeannette and Felipe Vera. Ecological Design. Strategies for the Vulnerable City I, IDB.
2020 Sordi, Jeannette, Mercedes Peralta, Florencia Rodriguez (eds.), Landscape as Urbanism in the Americas. – Ness Docs n.2, Lots of Architecture, 2020.
2019 Sordi, Jeannette and Serena Dambrosio. Part-Time Cities. A Survey of the Chilean Central Coast. ARQ
2017 Sordi, Jeannette, Luis Valenzuela, Felipe Vera, eds. The Camp & the City. Territories of Extraction. ListLab.
2016 Sordi, Jeannette, ed. Ecologías Emergentes. SaCabana (Emergent Ecologies)
2015 Sordi, Jeannette and Felipe Vera, eds. Andrea Branzi. Ten Humble Recommendations for a New Athens Charter.
2014 Sordi, Jeannette. Beyond Urbanism. Listlab.

Professional Memberships:
Expert Member, Italian Academic Society of Landscape Architecture
Member, Academia Urbana Scientific Society of Urban Planners and Designers

Name: Alexander D. Stephani, P.E.

Email: alexanderdmitri.s@gmail.com

Courses Taught: Arch 211, Arch 310

Educational Credentials:

- M.S. Structural and Earthquake Engineering (University at Buffalo)
- B.S. Civil Engineering (University at Buffalo)

Teaching Experience:

- Adjunct Assistant Professor, NYiT School of Architecture (Spring 2024-Present)
- Adjunct Assistant Professor, CUNY Spitzer School of Architecture (Spring 2023)
- Teaching Assistant, State University of New York at Buffalo (Fall 2017 – Spring 2018)

Professional Experience:

- Simpson Gumpertz & Heger (July 2018-Present)
- Severud Associates (May 2017-August 2018)

Licenses/Registration:

- Licensed Professional Engineer (P.E.): New York
- ATC 45 Certification

Selected Publications and Recent Research:

- Stephani, A.D., Masetti, F., Poulin, K.C., "Architectural Precast Concrete Facade" Structure Magazine, December 2024.
- Stephani, A.D., Wu, X., Angelilli, A., Poulin, K.C., Nordenson, G., Masetti, F., "Mastering the Monumental Stair" Structure Magazine, November 2024.
- Garbis, L.M., F. Masetti, and A.D. Stephani "Resilient Design Considerations for High-Performance Buildings" presentation at SGH Seminar, New York, NY, 27 Feb. 2024.
- Martinez, G.A, A.D. Stephani, and F. Masetti, "Wood Bowstring Trusses: Evaluating Distress through Structural Analysis" proceedings of the ASCE Forensic Congress, Denver, CO, 2022.
- Stephani, A.D., R.V. Coile, T. Gernay, D.J. Hopkins, and N. Elhami-Khorasani, "Probabilistic Model for Steel Yield Strength Retention Factor at Elevated Temperatures; Influence of Model Choice on Structural Failure Fragility Curve for Steel Columns Exposed to Fire" published in the BETON-UND STAHBETONBAU Sixteenth International Probabilistic Workshop, Vienna, Austria, Sept. 2018.

Professional Memberships:

- Structural Engineers Association of New York (SEAoNY)
  Structural Engineering Emergency Response Committee: Member
  Resiliency Committee: Member
- New York City Department of Buildings Waterfront Code Committee: Member

Name: Ms. Jacqueline Stern, RA

Email: jstern06@nyit.edu

Courses Taught (Four semesters prior to current visit):

ARCH 401 Integrative Design V (Fa24)

Educational Credentials:

Master of Architecture, Austin E. Knowlton School of Architecture, The Ohio State University, Columbus, Ohio, 2015

Bachelor of Science Biomedical Engineering, School of Engineering & Applied Science, Washington University in St. Louis, St. Louis, Missouri, 2012

Teaching Experience:

New York Institute of Technology, School of Architecture and Design. New York, New York. Adjunct Assistant Professor (Fall 2024)

The Ohio State University, Austin E. Knowlton School of Architecture. Columbus, Ohio. Adjunct Lecturer (Fall 2017)

Professional Experience:

Smith-Miller + Hawkinson Architects, New York, New York. Associate Architect, October 2022 – present; Associate, May 2018 – September 2022

Jonathan Barnes Architecture and Design, Columbus, Ohio. Design Associate, 2015 – 2018.

Licenses/Registration: Registered Architect, State of Ohio – No. ARC.2218884, October 2022

Selected Publications and Recent Research:

"A Luminous Lab at Ohio State Models Renewable Energy Strategies" Architectural Record, April 2024. Wanda Lau

"Thingness" in M(3): Morphosis Model Monograph with Robert Livesey, 2023

Professional Memberships:

Name: Jose Rafael Tejeda, PE

Email: jtejeda@nyit,edu

Courses Taught: ARCH 211 (BARCH)

Educational Credentials:

Manhattan College Bachelor of Civil Engineering; 2012 BS
Manhattan College Master of Structural Engineering; 2015 BS

Teaching Experience:

3 semesters at NYIT, teaching Statics and Strength of Materials
10 years teaching High School students through the ACE Mentor Program

Professional Experience:

New York City Department of Buildings – New York, NY
Principal Engineer August 2019 – Present
WJE Engineers & Architects, P.C. – New York, NY
Associate III June 2017 – June 2019
Thornton Tomasetti, Inc. – New York, NY
Senior Engineer June 2016 – May 2017
Engineer January 2014 – June 2016
Engineer Intern December 2012 – December 2013

Licenses/Registration:

Registered Engineer, New York State License number 098991
Registered Architect, Florida License number AR103319 RA 2022
Registered Architect, Massachusetts License number 954122 RA 2023

Professional Memberships:

American Society of Civil Engineers, ASCE
Structural Engineers Association of New York, SEAoNY
ACE Mentor Program of Greater New York, ACE

Name: Andreas Theodoridis, Ph.D.

Email: atheod02@nyit.edu

Courses Taught: (Four semesters prior to current visit)
- ARCH 324 Environmental Systems I
- ARCH 325 Environmental Systems II
- ARCH 221 Building Construction I
- ARCH 222 Building Construction II
- ARCH 413 Architectural Simulations and Fabrication Optimization

Educational Credentials:
- Ph.D. in Architectural Sciences, Built Ecologies, CASE – NYC Rensselaer Polytechnic Institute, 2022
- M.Sc. in Sustainable Environmental Systems, Pratt Institute, 2014
- Professional Diploma in Architecture & Engineering (M.Arch Equivalent), Aristotle University of Thessaloniki, 2002 (5years)

Teaching Experience:
- 2023 – Present: Assistant Professor, School of Architecture and Design, New York Institute of Technology
- 2023: Adjunct Assistant Professor, Graduate School of Architecture, Planning and Preservation (GSAPP), Columbia University
- 2016 – 2020: Instructor, Rensselaer Polytechnic Institute, Center for Architecture, Science and Ecology (CASE)
- 2015: Adjunct Assistant Professor, Syracuse University
- 2011 – 2013: Visiting Instructor, Columbia University GSAPP

Professional Experience:
- 2017 – Present: Founder & Principal, United Atmospheres – Interdisciplinary Design Practice
- 2019 – 2021: Sustainability Advisor to the Mayor of the City of Chania, Greece
- 2007 – 2015: Co-founder and Principal of 207x207 architecture network
- 2004 – 2006: Architect, Kyriakou-Chatzitzani Architects
- 2003 – 2004: Project Architect, Ministry of National Defense, Greece

Licenses/Registration:
- Association of Registered Architects of Greece (SADAS-PEA), Registered member of Panhellenic Association of Architects.
- Technical Chamber of Greece (TEE-TCG), Registered professional architect and engineer in Greece (EU).

Selected Publications and Recent Research:
- “Un-natural Mat(t)erial – (Unnatural Natural Material and Matter)” Curator Exhibition, Center of Mediterranean Architecture (CAM)
- “Field Notes on Plants and Pipes”, Log 60, 2024
- “Building Calories: Moving Beyond Greenwashing”, ArchDaily, 2022
- “Air Cycles in The Built Environment”, KEAN University Lecture Series, 2023
- “Evolving Frameworks Towards Identifying Challenges and Opportunities of Indoor Vegetation Systems”, ASHRAE-AIVC, 2022
- “Ambiguous Territory: Architecture, Landscape and the Postnatural”, Actar Publishers, 2022

Professional Memberships:
- Center of Mediterranean Architecture (CAM), Member of the Architectural Committee
- Afkar Collective, Member
- GRAIL Awards, Advisor on Sustainability

Name: Azmat Ullah, CCM AKA Azmat Aulakh, CCM

Email: aullah02@nyit.edu

Courses Taught: (Four semesters prior to current visit): Construction Management ARCH-471

Educational Credentials:
Columbia University, School of Professional Studies
Master of Construction Administration – May 2022
New York Institute of Technology, New York, NY
Bachelor of Science in Architecture Technology – May 2019
North Lake College, Irving, TX
Associate of Applied Science in Construction Management – May 2017
Harvard University Graduate School of Design, Cambridge, MA
Career Discovery Program in Architecture – July 2014

Teaching Experience:
LEADERSHIP DEVELOPMENT & TEACHING EXPERIENCE
New York Institute of Technology
Adjunct Professor **Jan 2025 to Present**
Columbia University MWBE Business Coach **Dec 2021 – Present**
Malikah Organization (Business Incubation Program)
Program Mentor **Summer 2022**
Coro Leadership New York
Leadership Fellow **Aug 2022 – May 2023**
Leadership U for Humanity, Korn Ferry Foundation
Participant **June 2023 – Dec 2023**
Professional Experience:
JGM, New York
Area Manager NY/NJ **Nov 2022 – Present**
School Construction Authority, AECOM, Long Island City, NY
Project Manager **Jan 2020 – Nov 2022**
A1 Construction, Bellmore, NY
Project Manager/Assistant Project Manager **Dec 2017 – Dec 2019**
BlueMoon Construction, Houston, TX
Assistant Project Manager **May 2017 – Nov 2017**
Henley-Johnston & Associates, Dallas, TX
Field Engineer **Jan 2015 – Apr 2017**

Licenses/Registration:

Selected Publications and Recent Research:
• Certified Construction Manager – CCM

Professional Memberships:
HONORS & AFFILIATIONS
• Tau Sigma Delta Honor Society, New York Institute of Technology
• The National Society of Leadership and Success, New York Institute of Technology
• Gold Certificate of Excellence, New York Institute of Technology
• Airport Minority Advisory Council Member
• Construction Management Association of America Member

Name: Jason, Van Nest, RA

Email: jvannest@nyit.edu

Courses Taught: ARCH 327 – Construction Documents, ARCH 423 – Systems Integration, ARCH 381 – Externship in Architecture

Educational Credentials: M. ARCH., Yale University. Bachelors of Science in Architecture, Georgia Tech.

Teaching Experience: >15 courses, spanning two decades at NY Tech. (2) graduate courses, Yale School of Architecture. (2) undergraduate & (2) graduate courses, NYSID. More information here.

Professional Experience: >20 architectural practice (H3, Bender & Associates, etc.). Founder, Logic Building Systems. (2) term President, NY Tech Academic Senate. More information here.

Licenses/Registration: NY Architecture License 034288

Selected Publications and Recent Research:

Accredited Standard Author
ANSI
(Awarded 2025)

Symposium Organizer
Future of Design & Delivery
March 14, 2025
New York, NY, USA

Plenary Presentation
Advancing PreFab 2025
February 18, 2025
Phoenix, AZ. USA

Professional Memberships:

Member
Modular Building Institute (MBI)
Ongoing

Member
Integrated Systems and Manufacturing
Advanced Building Construction Collaborative

Member
Workforce Development Committee
Advanced Building Construction Collaborative

Member
Educational Development Committee
Modular Building Institute

Name: Mr. Martijn Veenendaal, MA/MSc

Email: aveenend@nyit.edu

Courses Taught: AAID 160, ARCH 161, ARCH 162, ARCH 362

Educational Credentials:

2020 Master of the Arts, History, Columbia University, New York, NY
2017 Master of Science, International and Global History, London School of Economics, London, UK
With Distinction
2015 Bachelor of Arts, Utrecht University, Utrecht, The Netherlands
Cum Laude

Teaching Experience:

2024-25 Adjunct Associate Professor, School of Architecture and Design, New York Institute of Technology, New York, NY (three semesters)
2019-22 Teaching Assistant, History Department, Columbia University, New York, NY (seven semesters)

Professional Experience: Selection:

2018- PhD Candidate, Columbia University, New York, NY
2019-22 Research Assistant, "Mapping Historical NYC", Center for Spatial Research, Columbia University, New York, NY
2022 Faculty Consultant (integrating spatial analysis into humanities pedagogy), Center for Spatial Research, New York, NY
2019-22 Teaching Assistant, History Department, Columbia University, New York, NY

Licenses/Registration:

Selected Publications and Recent Research:

Professional Memberships:

Name: Tom Verebes, PhD, RIBA II

Email: tverebes@nyit.edu

Courses Taught (Four semesters prior to current visit):
ARCH 701; ARCH 362; ARCH 791; ARCH 402; ARCH 291; ARCH 361; ARCH 362; ARCH 402; ARCH 791

Educational Credentials: PhD, GradDipAA, Barch, BSc

Teaching Experience: 30 years

2018- **Professor**, School of Architecture and Design, New York Institute of Technology NYIT
2018 **Visiting Critic**, School of Architecture, Syracuse University, Syracuse, New York
2018 **Visiting Professor**, University of Saint Joseph, Macau
2017-2018 **Professor of Practice**, School of Architecture, Rensselaer Polytechnic Institute, Troy, New York
2016 **Visiting Professor**, Department of Architecture, Penn Design, University of Pennsylvania, Philadelphia, PA
2016 **Visiting Professor**, Royal Melbourne Institute of Technology (RMIT), Master of Architecture, Melbourne, Australia
2016 **Professor**, The University of Tokyo, Department of Architecture, Tokyo
2016 **Visiting Associate Professor**, Singapore University of Technology & Design, ASD, Singapore
2009-2016 **Associate Professor**; MArch Studio Coordinator, Department of Architecture, The University of Hong Kong
2009-2010 **Visiting Research Fellow**, Key State Laboratory of Architecture, Science & Technology, Xi'an XAUAT
1997-2009 **Course Master**, Design Research Lab (DRL), Architectural Association School of Architecture, London
2004-2006 **Guest Professor**, Staatliche Akademie der Bildenden Künste Stuttgart, Germany

Professional Experience:

2009 - **Creative Director; Founder**; OCEAN CN, Hong Kong, New York
2016 -2018 **Director,** OCEAN CN Studio, Turenscape, Beijing
2001- 2009 **Director; Founder**; OCEAN D, London, Boston, New York
1997 - **Director; Founder**; OCEAN UK Design Ltd., London
1995 **Founding Partner**; OCEAN
1995-1996 **Assistant Architect**; Stanton Williams Architects, London
1994 **JV Partner**, IDP Hong Kong, Hong Kong
1993 **Assistant Architect**; Munkenbeck + Marshall Architects, London
1989-1992 **Assistant Architect**; Rick Mather Architects, London

Licenses/Registration: RIBA II

Selected Publications and Recent Research:

The Urbanism Reader: Design, Culture, Technology, and the Future of Cities (co-author Stefan Al, Bloomsbury, 2025)
Beyond the Envelope: 21 Pioneering Architectural Projects from the Early 21st Century | 21 Interviews with their Architect, (ORO, 2024)
Shanghai Ten Folio (AA Publications, ORO, 2017)
Mass Customised Cities (Wiley, 2015)
Masterplanning the Adaptive City: Computational Urbanism in the Twenty-first Century (Routledge, 2013)
New Computational Paradigms in Architecture (Tsinghua University Press, 2012)
DRLTEN: A Design Research Compendium (AA Publications, 2008)

Professional Memberships: N/A

Name: Nader Vossoughian, Ph.D.

Email: nvossoug@nyit.edu

Courses Taught (Four semesters prior to current visit):
ARCH 361 – Architectural History and Theory Seminar
ARCH 362 – History and Theory of the City
ARCH 661 – Global History of Architecture I
ARCH 662 – Global History of Architecture II
ARCH 862 – Architecture and Standardization

Educational Credentials:
Ph.D., Architecture, Columbia University, 2004
M.Phil., Architecture, Columbia University, 2001
M.A., German Studies, Columbia University, 1998
B.A., Philosophy and German Literature, Swarthmore College, 1995

Teaching Experience:
Professor, School of Architecture and Design, New York Institute of Technology, 2023-present
Associate Professor, School of Architecture and Design, New York Institute of Technology, New York, NY and Old Westbury, NY, 2011-2023
Assistant Professor, School of Architecture and Design, New York Institute of Technology, New York, NY and Old Westbury, NY, 2005-2011
Lecturer, Museum of Modern Art, New York, NY, 2005-2010

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:
Ernst Neufert and *Bauordnungslehre* (1943)" *Bauhaus und Nationalsozialismus*, eds., Elizabeth Otto, Patrick Rössler, and Anke Blümm (Weimar: Klassik Stiftung, 2024).
"Industrial Management, the *Staatliche Bauhochschule* in Weimar, and the Intellectual Prehistory of the *Bauentwurfslehre,*" *Candide. Journal for Architectural Knowledge* (2024).
"From the GBI to the DUB: Albert Speer, Ernst Neufert, and the Modularization of the World," *Architecture against Democracy*, eds., Reinhold Martin and Claire Zimmerman (Minneapolis: University of Minnesota Press, 2024).
"Orientalism, Standardization, Global Modernity. Ernst Neufert, Heinrich Engel, and "The Japanese House," The 16th International Docomomo Conference. Tokyo, Japan 2020+1 Proceedings (Tokyo: docomomo Japan, 2021), 964-967.

Professional Memberships:
Society of Architectural Historians (SAH)
European Architectural History Network (EAHN)
Association of Collegiate Schools of Architecture (ACSA)

Name: Victoria Vuono, RA

Email: vvuono@nyit.edu

Courses Taught (Four semesters prior to current visit):

Spring 2025- Arch 502

Fall 2024 – Arch 501

Spring 2024 – Arch 502

Fall 2024 - Arch 501

Educational Credentials:

Masters of Science of Architecture and Urban Design – Columbia University, Class of 2020

Bachelor of Architecture – New York Institute of Technology, Class of 2018

Teaching Experience:

September 2021 - Present: Adjunct Instructor – New York Institute of Technology, School of Architecture and Design, Bachelor of Architecture Program

June 2020 – May 2021: Associate Faculty – Columbia University, Graduate School of Architecture, Planning, and Preservation, Master of Science of Architecture and Urban Design Program

Professional Experience:

May 2023- Present : Architect at Davis Brody Bond
Design Architect in civic buildings studio

January 2021 – May 2023: Urban Desiger at Coen + Partners
Urban Designer in landscape oriented urban development projects

Licenses/Registration:

Registered Architect in the New York State

Selected Publications and Recent Research:

H.Earth - Developing space for mutual aid with the Bronx Land Trust. 2023 - 2025

The People's Bus – Social Infrastructure through festivals activated with a retrofitted NYC corrections bus, in collaboration with the NYC department for Civic Engagement. 2022

Segregation is Killing Us – Mapping COVID data with the compounding effects of poverty and racism in New York City. This analysis was developed in collaboration with Integrate NYC and was used to develop models with the NYC Department of Education to change school admissions policies to reduce segregation.

Professional Memberships: NA

Name: Elijah Williams Adjunct Faculty and Digital Technology Specialist

Email: ewilli14@nyit.edu

Courses Taught (Four semesters prior to current visit): ARCH 401, ARCH 402, ARCH 413, ARCH 202

Educational Credentials: Bachelor's of Architecture, Cal Poly San Luis Obispo. Masters of Science, Cal Poly San Luis Obispo

Teaching Experience:

Previously:
Fall-Spring 2024
ARCHITECTURAL SIMULATION AND FABRICATION OPTIMIZATION (FOURTH YEAR BARCH)
Adjunct Faculty - NYIT School of Architecture and Design
Lecturing and assignment creation in the MIT/Harvard designed ClimateStudio software, along with other custom environmental performance related scripts and tools helps introduce students to simulations and their attached concepts including day lighting availability, thermal analysis, radiation mapping and glare studies. This course is designed to help the School of Architecture receive National Architecture Accreditation board certification by covering empirical study of buildings in specific site conditions.

Fall 2021
OBJECTS AND DRAWING BEGINNING DESIGN I (FIRST YEAR BARCH)
Adjunct Faculty - Boston Architectural College
Led coordinated studio for basics of drawing, visual composition, projective geometry and design.

Spring 2020
SITE RESPONSIVE DESIGN STUDIO (FIRST YEAR BARCH)
Teaching Fellow - Cal Poly San Luis Obispo
Contributed as faculty on 200+ student coordination for conclusion project for beginning design studios

Professional Experience:

2021 - 2023
ARTIFEX TECHNOLOGIES
Founder / Technical Development
Turned Academic Research into a R&D focused company that worked with Design Professionals to build custom simulation and automation technologies, both hardware and software. Focused On project management, POC prototyping and fundraising in the Architecture Technologies space.

2019 - Spring - Summer

RICHARD MEIER & PARTNERS NEW YORK
Model Shop Fabricator
Fabricated design development massing study and exhibition models at a variety of scales and complexities for competitions in China and Germany, working in a small team under guidance of a master woodworker. Contributed to international invited competition proposals for large scale planning projects

Licenses/Registration: NA

Selected Publications and Recent Research: S.A.M.E. Lab, ALA MAGIRT CONFERENCE, IMF2024

Professional Memberships: NA

Name: James Wood

Email: jwood04@nyit.edu

Courses Taught:
Arch 201 Architectural Design 1: Fall 2024
Arch 202 Architectural Design 2: Spring 2025

Educational Credentials:
M.Arch 2022 Princeton School of Architecture Post-Professional Program
B.Arch 2016 (Summa Cum Laude) Virginia Tech School of Architecture + Design

Teaching Experience:
2024-Present Adjunct Assistant Professor – NYIT School of Architecture and Design
2020-2022 Assistant Instructor - Princeton University School of Architecture
Arc 203 - Introduction to Architectural Thinking (Stan Allen) Fall 2020, Fall 2021
Arc 506 - Integrated Building Studio (Mira Henry + Matthew Au) Spring 2022
2017-2019 Adjunct Instructor - Virginia Tech School of Architecture
Arch 1015 - Foundation Design Laboratory
Arch 1016 - Foundation Design Laboratory
Arch 4004, Architecture IV - Option Lab 1 (Co-taught w/ Robert Dunay)
Arch 4014, Architecture IV - Integrative Design 1 (Co-taught w/ Robert Dunay)
Workshop: "Inside Architecure" Summer High-School Program

Professional Experience:
2024-Present Co-Director, Founder: as-such
2022-Present Designer: MOS Architects
2021-2022 Designer: Stan Allen Architects
2019-2020 Junior Designer: Michael Maltzan Architects
2013-2014 Junior Designer: VMDO Architects

Licenses/Registration:
N/A

Selected Publications and Recent Research:
2023 Work with MOS Published in Domus - September 2023 “Materials and Makers”
2022 Research: “A Model For Housing” exhibited in *Edge Effects* at A83 Gallery, Tribeca
2022 Curator: *662-MOS-ARCH* Exhibition in Princeton NJ
2021 Work “Underground” Published in Princeton Workbook
2020 Urban Confluence - Community Competition Panel recommendation
2017 “Chimera” Published in Virginia Tech Studio Collective Magazine

Professional Memberships:
N/A

4. MSCHE Letter of New York Tech Accreditation Status

MSCHE
MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street
Suite 2 West
Philadelphia, PA 19104
(267) 284-5000
www.msche.org
Follow us: @mscheorg

STATEMENT OF ACCREDITATION STATUS

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

Institution:	**NEW YORK INSTITUTE OF TECHNOLOGY** Old Westbury, NY
Chief Executive Officer:	Dr. Henry Foley, President and Chief Executive Officer
Carnegie Classification:	Master's Colleges & Universities: Larger Programs » Four-year, medium, primarily nonresidential
Control:	Private (Non-Profit)
Address:	Old Westbury, NY 11568-8000
Phone:	(516) 686-7555
URL:	**www.nyit.edu**
Accreditation Liaison Officer (ALO):	Dr. Shifang Li
Commission Staff Liaison:	Dr. Robert Bonfiglio, Vice President

Accreditation Summary

For more information, see the Commission's **Accreditation Actions Policy and Procedures**.

Phase: Accredited

Status: Accreditation Reaffirmed

Accreditation Granted: 1969

Last Reaffirmation: 2019

Next Self-Study Evaluation: 2026-2027

Next Mid-Point Peer Review: 2023

Alternative Delivery Methods

The following represents approved alternative delivery methods included in the scope of the institution's accreditation:

Distance Education

Approved to offer programs by this delivery method

Correspondence Education

Not approved for this delivery method

Credential Levels

Approved Credential Levels

The following represents credential levels included in the scope of the institution's accreditation:

- **Postsecondary award (< 1 year)**
  Approved to offer ONE program at this credential level: Global Health
- **Associate's Degree or Equivalent**
- **Bachelor's Degree or Equivalent**
- **Post-baccalaureate Certificate**
- **Master's Degree or Equivalent**
- **Post-Master's Certificate**
- **Doctor's Degree - Professional Practice**
- **Doctor's Degree- Research/Scholarship**

Locations

The following represents branch campuses, additional locations, and other instructional sites that are included within the scope of the institution's accreditation:

Location	Type
Broadway Tech Centre in Vancouver, Canada 2955 Virtual Way Vancouver, British Columbia V5M 4X3	Additional Location
Jiangxi China Jupu Road China	Additional Location
NYIT College of Osteopathic Medicine - Arkansas Arkansas State University Wilson Hall, 2105 East Aggie Road Jonesboro, AR 72401	Additional Location
NYIT- Manhattan 1855 Broadway New York, NY 10023	Additional Location
PSE&G 175 E. Old Country Road Hicksville, NY 11801	Additional Location
Teachers Center 441 East Main Street Middletown, NY 10940	Additional Location
UFT (United Federation of Teachers) 52 Broadway New York, NY 10004	Additional Location
Vancouver Canada 701 W. Georgia Street, 17th floor PO Box 10104 Pacific Centre Canada	Additional Location

Location	Type
Bais Yaakov Academy 11 Smolley Drive Monsey, NY 10952	Other Instructional Site
Rabbi Samson Raphael Hirsch 85 Bennett Avenue 93 New York, NY 10033	Other Instructional Site
Shaare Torah Academy for Girls High School 1768 Ocean Avenue Brooklyn, NY 11230	Other Instructional Site
Torah Academy 636 Lanett Avenue Far Rockaway, NY 11691	Other Instructional Site

Definitions: For definitions of branch campus, additional locations, or other instructional sites, see the **Commission's Substantive Change Policy and Procedures**.

Accreditation Actions

The following represents the MSCHE accreditation actions taken in the last ten (10) years. For more information, see the **Commission's Accreditation Actions Policy and Procedures** *and* **the Substantive Change Policy and Procedures**.

April 30, 2020	To acknowledge receipt of the substantive change request. To include the relocation of the Abu Dhabi additional location Abu Dhabi CERT Technology Park PO Box 5464 Al Muroor Road, United Arab Emirates to CERT Technology Park, PO Box 41012 Defense Road, Abu Dhabi, 41012 United Arab Emirates within the institution's scope of accreditation. To require immediate notification when instruction commences at the new location and of the date that instruction ceases at the former location. To note the Commission may rescind this action if instruction at this location does not commence within one calendar year from the date of this action.
April 30, 2020	To grant a delay of the supplemental information report requested by the Commission action of November 21, 2019 and due September 1, 2020, because of extraordinary circumstances related to coronavirus (COVID-19) interruptions. The report is now due December 1, 2020. The next evaluation visit is scheduled for 2026-2027.
April 30, 2020	To acknowledge receipt of the substantive change request. To include the second Doctor's Research/Scholarship degree program – Ph.D. in Computer Science within the institution's scope of accreditation. To note the Commission may rescind this action if the requested substantive change is not implemented within one calendar year from the date of this action. The next evaluation visit is scheduled for 2026-2027.
November 21, 2019	To acknowledge receipt of the self-study report. To note the visit by the Commission's representatives. To reaffirm accreditation. To request a supplemental information report, due September 1, 2020, documenting further evidence (1) that the mission guides planning and resource allocation (Standard I); (2) that the general education program is sufficient in scope and addresses the identified areas (Standard III); (3) of periodic assessment of the effectiveness of planning, resource allocation, institutional renewal, and availability of resources (Standard VI); and (4) of an administration with regular engagement with faculty and students to advance the institution's goals and objectives (Standard VII). The next evaluation visit is scheduled for 2026-2027.

April 30, 2019	To acknowledge receipt of the substantive change request. To include the additional location at Broadway Tech in Vancouver, Canada, 2955 Virtual Way, Vancouver, British Columbia, V5M 4X3 Canada within the institution's scope of accreditation. To note that the Commission may rescind this action if instruction does not commence within one calendar year from the date of this action. To note that the evaluation visit has occurred and will be acted upon by the Commission at the November meeting.
April 30, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Cairo, Cairo Egypt and to remove it from the institution's scope of accreditation.
April 30, 2019	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Montauk Junior High School, 4200 16th Avenue, Brooklyn, NY 11219 and to remove it from the institution's scope of accreditation.
August 27, 2018	To acknowledge receipt of the substantive change request. To include the first Doctor's – Research/Scholarship (D.O./Ph.D. in Medical and Biological Sciences) within the scope of the institution's accreditation. The next evaluation visit is scheduled for 2018-2019.
July 2, 2018	To acknowledge receipt of the substantive change request. To note the institution's decision to close the following additional locations at: (1) NYIT - CERT Technology Park, PO Box 5464, Al Muroor Road at Al Saada Street, Abu Dhabi, United Arab Emirates, (2) NYIT - Nanjing c/o NUPT, Xianlin Campus, 9 Wenyuan Road, Qixia District, Nanjing, Jiangsu P.R. China 210046, and (3) NYIT – Beijing, Faculty of International Media CUC, 3rd Floor, Headquarters of Media Elite Cultural and Creative Park of CUC, Chaoyang District, Beijing, P.R. China 100024, and to approve the teach-out plans. The Commission requires notification within thirty days of the closure of these additional locations. The next evaluation visit is scheduled for 2018-2019.
October 30, 2017	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location at NYIT - Central Islip, 300 Carleton Avenue, Central Islip, NY 11722. The Commission requires notification within thirty days of the closure of this additional location. The next evaluation visit is scheduled for 2018-2019.

August 15, 2016	To acknowledge receipt of documentation of approval to operate from New York State Education Department (NYSED)and to include the additional location at PSE&G, 175 E. Old Country Road, Hicksville, NY 11801 within the scope of the institution's accreditation.
June 23, 2016	To accept the progress report. The next evaluation visit is scheduled for 2018-2019.
February 29, 2016	To acknowledge receipt of the substantive change request. To include the additional location at PSE&G, 175 E. Old Country Road, Hicksville, NY 11801 within the scope of the institution's accreditation to be effective upon receipt of state approval. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of the Commission's request of August 31, 2015 for a progress report due April 1, 2016. The next evaluation visit is scheduled for 2018-2019.
August 31, 2015	To acknowledge receipt of the substantive change request. To include the additional location at New York Institute of Technology College of Osteopathic Medicine - Arkansas, Arkansas State University, Wilson Hall, 2105 East Aggie Road, Jonesboro, AR 72401 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this location. In the event that operations at the additional location do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of request for a progress report, due April 1, 2016, documenting the further development and implementation of (1) planning and resource allocation processes that reflect conclusions drawn from assessment results, include benchmarks for goal achievement, and provide for appropriate constituent participation (Standards 2 and 3); and (2) the ongoing assessment of the quality and effectiveness of distance education and global offerings (Standard 13). The next evaluation visit is scheduled for 2018-2019.
March 2, 2015	To acknowledge receipt of the substantive change request. To include the additional location at ICUC, Headquarters of Media, Cultural and Creative Park of CUC, Chaoyang District, Beijing, People's Republic of China 100024 within the scope of the institution's accreditation. The Commission requires written notification within thirty days of the commencement of operations at this additional location. In the event that operations at the additional location

	do not commence within one calendar year from the approval of this action, approval will lapse. To remind the institution of the progress report, due April 1, 2016, documenting the further development and implementation of (1) planning and resource allocation processes that reflect conclusions drawn from assessment results, include benchmarks for goal achievement, and provide for appropriate constituent participation (Standards 2 and 3); and (2) the ongoing assessment of the quality and effectiveness of distance education and global offerings (Standard 13). The next evaluation visit is scheduled for 2018-2019.
November 20, 2014	To accept the Periodic Review Report and to reaffirm accreditation. To request a progress report, due April 1, 2016, documenting the further development and implementation of (1) planning and resource allocation processes that reflect conclusions drawn from assessment results, include benchmarks for goal achievement, and provide for appropriate constituent participation (Standards 2 and 3); and (2) the ongoing assessment of the quality and effectiveness of distance education and global offerings (Standard 13). The next evaluation visit is scheduled for 2018-2019.
October 28, 2013	To acknowledge receipt of the substantive change request. To note the institution's decision to close its additional location in Bahrain (6th floor, Al Raya Building, Building 1025, Road 3621, Block 436, Seef District, Bahrain) and to remove the location from the scope of the institution's accreditation, effective January 31, 2014. To remind the institution that the Periodic Review Report, due June 1, 2014, should document additional steps taken to strengthen distance education and global additional locations (Standard 13).
April 29, 2013	To acknowledge receipt of the substantive change request. To note the institution's decision to close the additional location at Um Othaina, Sixth circle - Zahran Street, P.O. Box 840878, Amman, Jordan. To approve the teach-out plan, and to remove the location from the scope of the institution's accreditation. To remind the institution that the Periodic Review Report, due June 1, 2014, should document additional steps taken to strengthen distance education and global additional locations (Standard 13).
June 28, 2012	To accept the progress report. To continue to remind the institution that the Periodic Review Report, due June 1, 2014, should document additional steps taken to strengthen distance education and global additional locations (Standard 13).
November 1, 2011	

	To acknowledge receipt of the substantive change request and to approve the agreement with SUNY Empire State College, beginning January 1, 2012, which will serve as a modification to the previously approved teach-out plan for students from the Ellis College online branch campus. To note that the previously approved teach-out plan will remain in effect only for students with 3 or fewer remaining courses and who will complete their program of study no later than June 2012. To remind the institution of the request to submit a progress report, due by March 1, 2012, documenting steps taken to continue implementation of an organized and sustained assessment process to evaluate and improve student learning and institutional effectiveness (Standards 7 and 14). To further remind the institution that the Periodic Review Report, due June 1, 2014, should document additional steps taken to strengthen distance education and global additional locations (Standard 13). To further remind the institution of its obligation to inform the Commission about any and all significant developments related to compliance with applicable government policies, regulations, and requirements concerning institutional operations at any location.
November 18, 2010	To accept the monitoring report, and to request an additional progress report, due by March 1, 2012, documenting steps taken to continue implementation of an organized and sustained assessment process to evaluate and improve student learning and institutional effectiveness (Standards 7 and 14). To request that the Periodic Review Report, due June 1, 2014 document additional steps taken to strengthen distance education and global additional locations (Standard 13). To remind the institution of its obligation to inform the Commission about any and all significant developments related to compliance with applicable government policies, regulations, and requirements concerning institutional operations at any location.

Information about the Middle States Commission on Higher Education

The Middle States Commission on Higher Education (MSCHE) is one of seven institutional accrediting organizations in the United States and is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA). MSCHE accreditation applies to an institution as a whole rather than the specific programs within an institution. MSCHE does not approve or accredit individual programs. The MSCHE accreditation review cycle is continuous and accreditation does not expire. Each institution is reevaluated and monitored on a regular and consistent basis in accordance with the institution's assigned accreditation review cycle and Commission policy and procedures. An institution maintains its accreditation unless it is voluntarily surrendered or withdrawn by the Commission for cause, after the institution has been afforded due process. The institution's current accreditation phase and accreditation status are displayed on the institution's listing in the Institution Directory and in the Statement of Accreditation Status (SAS).

5. 2017_NAAB-B.Arch_Continuing Accreditation Decision Letter

National Architectural Accrediting Board, Inc.

August 8, 2017

Edward Guiliano, Ph.D.,
President and CEO
Office of the President
Tower Hall
New York Institute of Technology
Old Westbury, NY 11568

t. 202.783.2007

f. 202.783.2822

e. info@naab.org

w. naab.org

Dear Dr. Guiliano,

At their July 2017 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for New York Institute of Technology.

On behalf of the Board, it gives me great pleasure to inform you that the **Bachelor of Architecture** degree program was granted eight-year term of accreditation. The term is effective January 1, 2017 and the program is scheduled for its next visit for continuing accreditation in 2025.

Please be reminded that continuing accreditation is predicated on two reporting requirements:

a) Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2017.

b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an Interim Progress Report (IPR) two years after a visit and again five years after the visit. NYIT's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the *NAAB 2015 Procedures for Accreditation.*

Finally, public dissemination of both the Architecture Program Report and the VTR is a Condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the *2014 Conditions for Accreditation* and Section 5 of the *NAAB Procedures for Accreditation, 2015 Edition.*

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Judith Kinnard, FAIA
President

cc: Maria Perbellini, Dean
Jane Frederick, FAIA, LEED®AP, Team Chair

Enc: Final Visiting Team Report

6. 2020_NAAB-M.Arch_Continuing Candidacy Decision Letter

NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.
1735 New York Ave NW | Washington, DC 20006
info@naab.org | 202.783.2007 | www.naab.org

February 10, 2020

Dr. Hank Foley
President
New York Institute of Technology
Tower House
Old Westbury, NY 11568

Dear Dr. Foley:

At their January 2020 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for New York Institute of Technology.

On behalf of the Board, it gives me great pleasure to inform you that the **Master of Architecture** degree program was granted continuation of candidacy. The next visit for either initial accreditation or continuation of candidacy is scheduled for 2021. The program must achieve initial accreditation by 2023.

Please be reminded that continuing candidacy is predicated on the following requirement:

a) Submission of Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2020.

Public dissemination of both the Architecture Program Report and the VTR is also required. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the *2014 Conditions for Accreditation* and Section 5 of the *NAAB Procedures for Accreditation, 2015 Edition*.

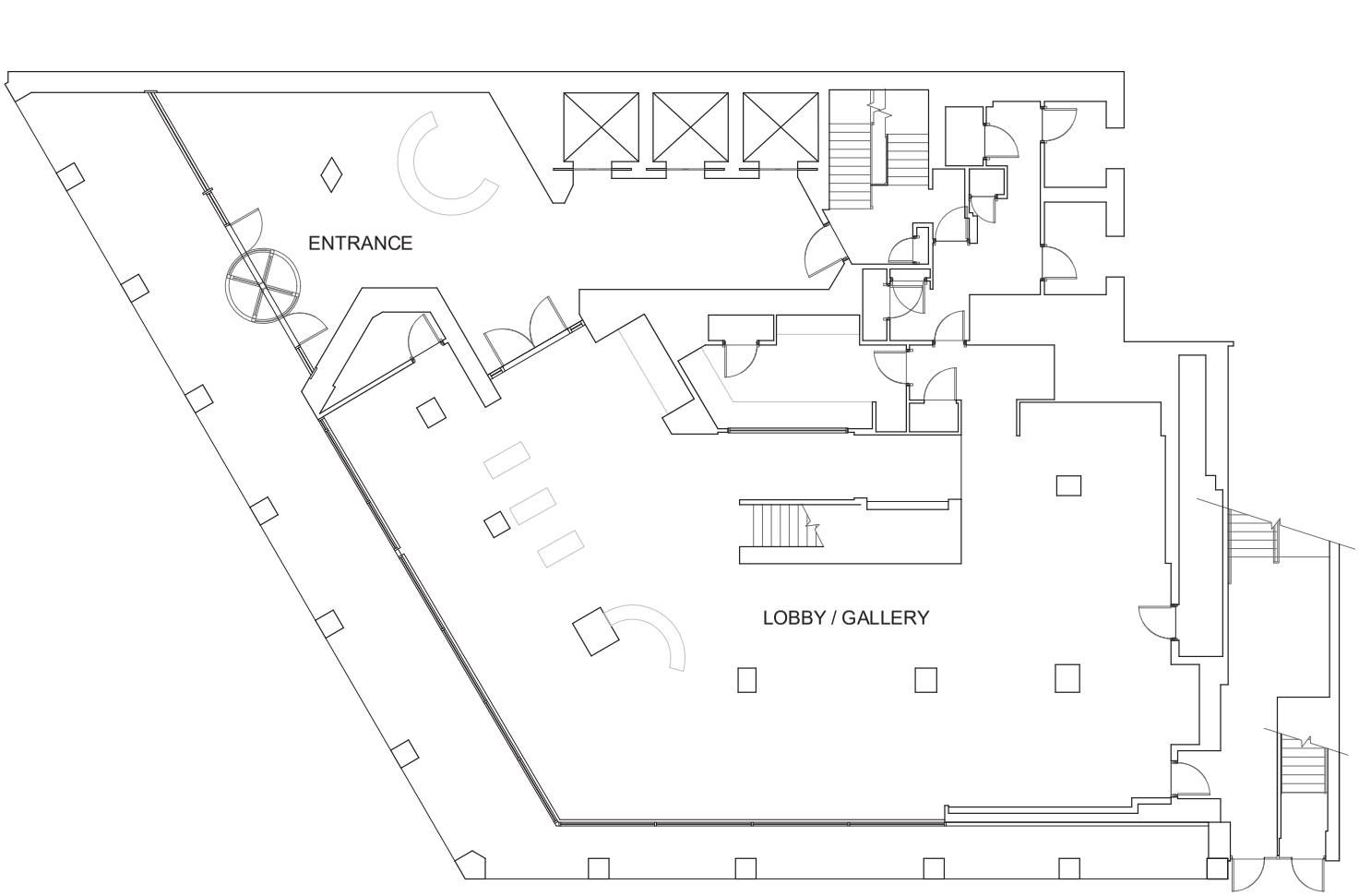
On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Barbara Sestak, FAIA
President

cc: David Diamond, RA, Director, Master of Architecture Program
Krista Phillips, AIA, Team Chair

7. Facilities Floor Plan



LEGEND

- SoAD ARCHITECTURE
- SoAD ARCHITECTURE + SHARED

FLOOR 01

SoAD ARCHITECTURE

EDWARD GUILIANO GLOBAL CENTER

NYIT NYC, MANHATTAN CAMPUS
1855 BROADWAY NEW YORK, NY



FLOOR 02

SoAD ARCHITECTURE

EDWARD GUILIANO GLOBAL CENTER

NYIT NYC, MANHATTAN CAMPUS
1855 BROADWAY NEW YORK, NY



FLOOR 03

SoAD ARCHITECTURE

EDWARD GUILIANO GLOBAL CENTER

NYIT NYC, MANHATTAN CAMPUS
1855 BROADWAY NEW YORK, NY

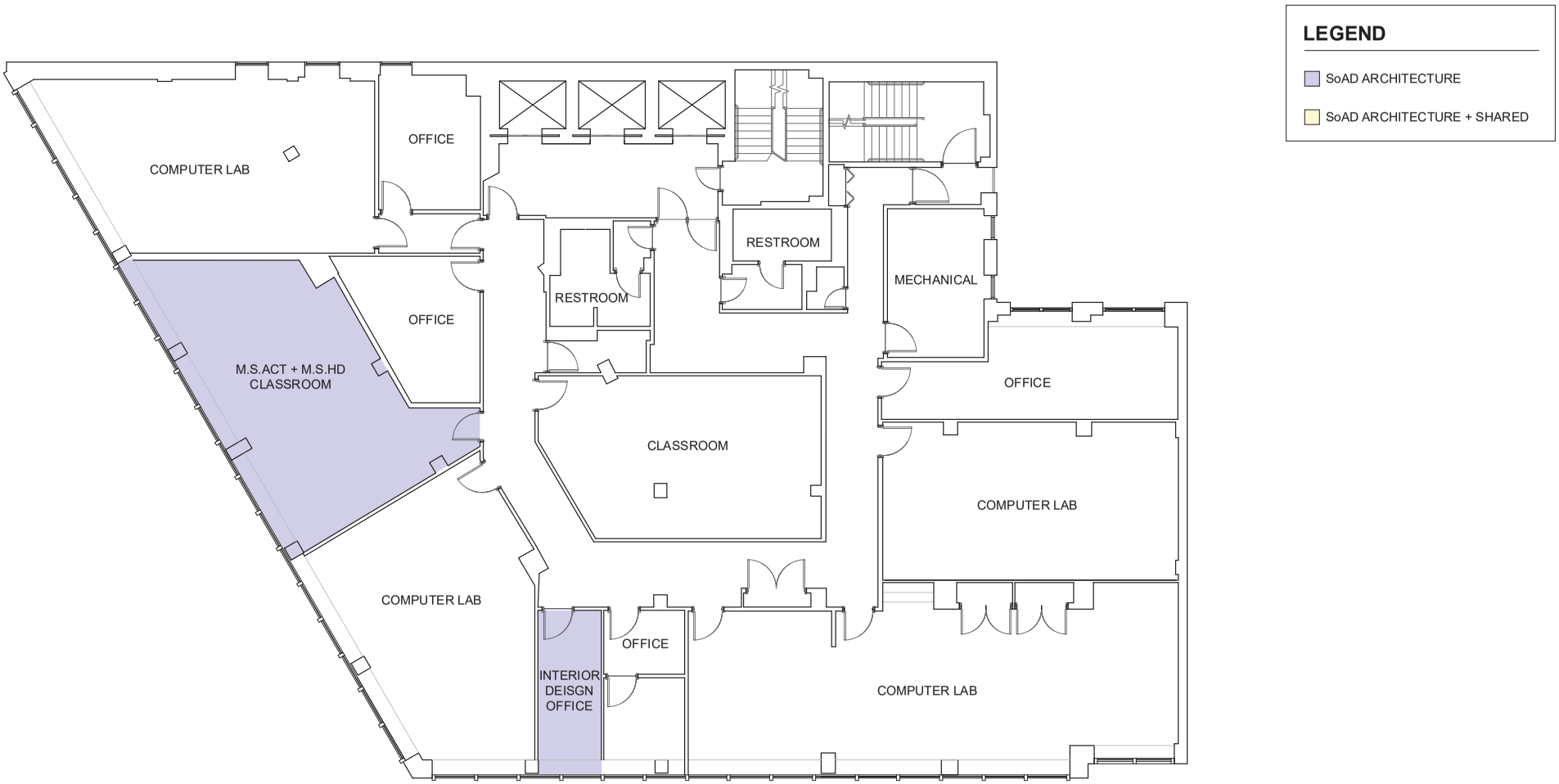


FLOOR 05

SoAD ARCHITECTURE: B.ARCH + ID

EDWARD GUILIANO GLOBAL CENTER

NYIT NYC, MANHATTAN CAMPUS
1855 BROADWAY NEW YORK, NY

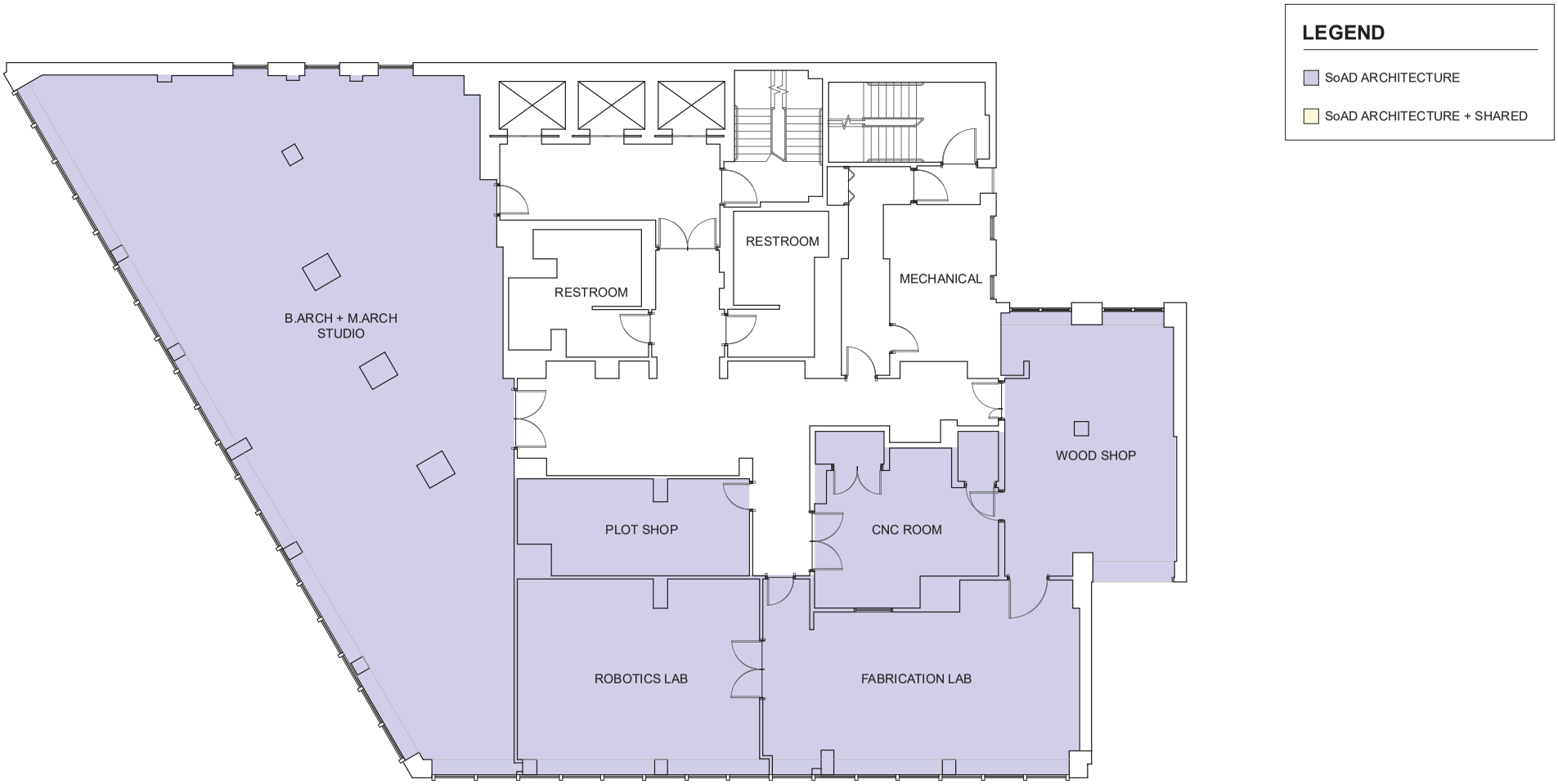


FLOOR 06

SoAD ARCHITECTURE: M.S.ACT + M.S.HD + ID

EDWARD GUILIANO GLOBAL CENTER

NYIT NYC, MANHATTAN CAMPUS
1855 BROADWAY NEW YORK, NY



FLOOR 10

SoAD ARCHITECTURE: B.ARCH + M.ARCH

EDWARD GUILIANO GLOBAL CENTER

NYIT NYC, MANHATTAN CAMPUS
1855 BROADWAY NEW YORK, NY



LEGEND

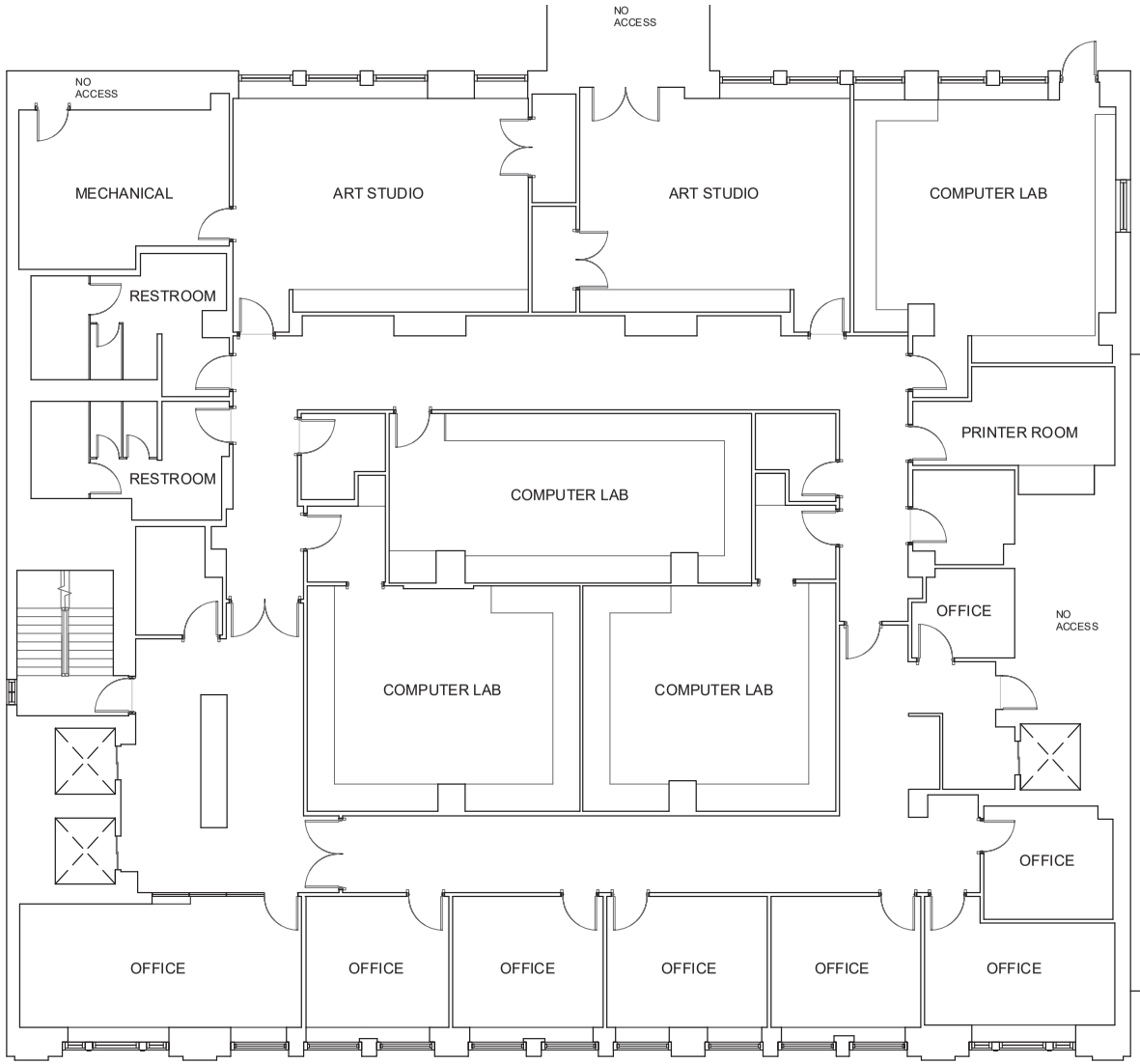
- SoAD ARCHITECTURE
- SoAD ARCHITECTURE + SHARED

FLOOR 11

SoAD ARCHITECTURE: M.S.AUD + M.ARCH

EDWARD GUILIANO GLOBAL CENTER

NYIT NYC, MANHATTAN CAMPUS
1855 BROADWAY NEW YORK, NY

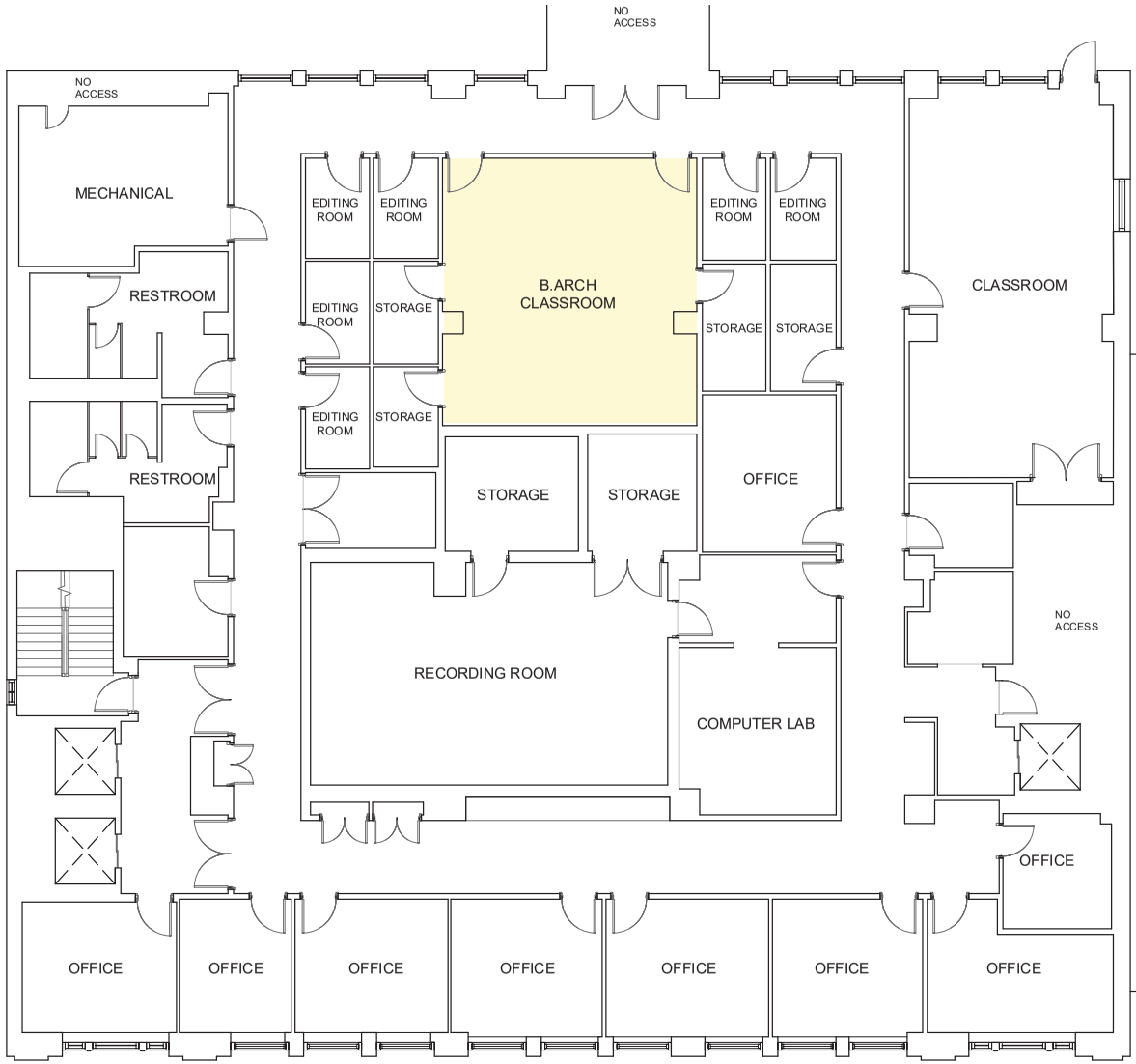


FLOOR 09

SoAD DIGITAL ART & DESIGN

16 WEST 61ST STREET

NYIT NYC, MANHATTAN CAMPUS
16 WEST 61ST STREET NEW YORK, NY

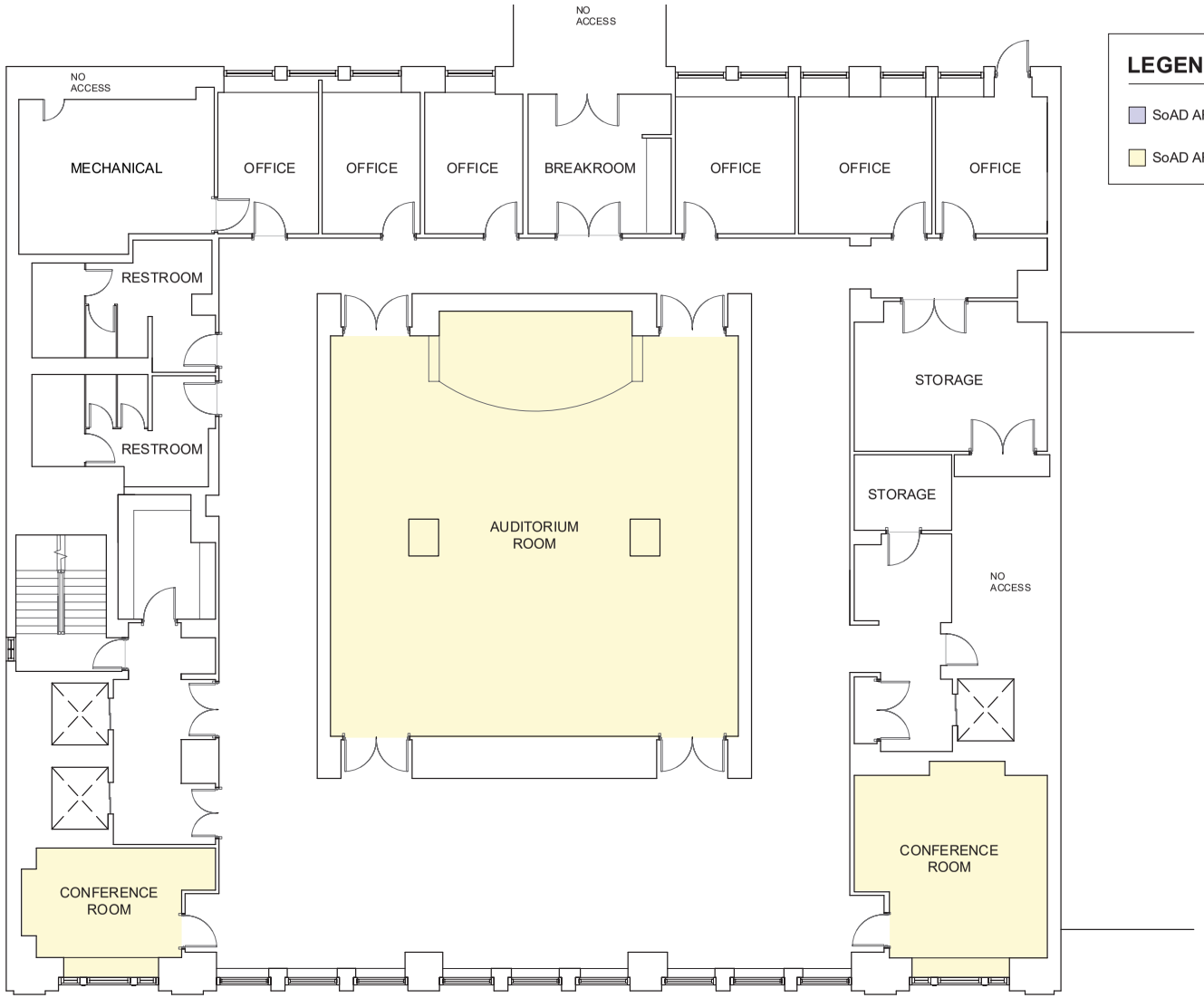


FLOOR 10

SoAD DIGITAL ART & DESIGN

16 WEST 61ST STREET

NYIT NYC, MANHATTAN CAMPUS
16 WEST 61ST STREET NEW YORK, NY

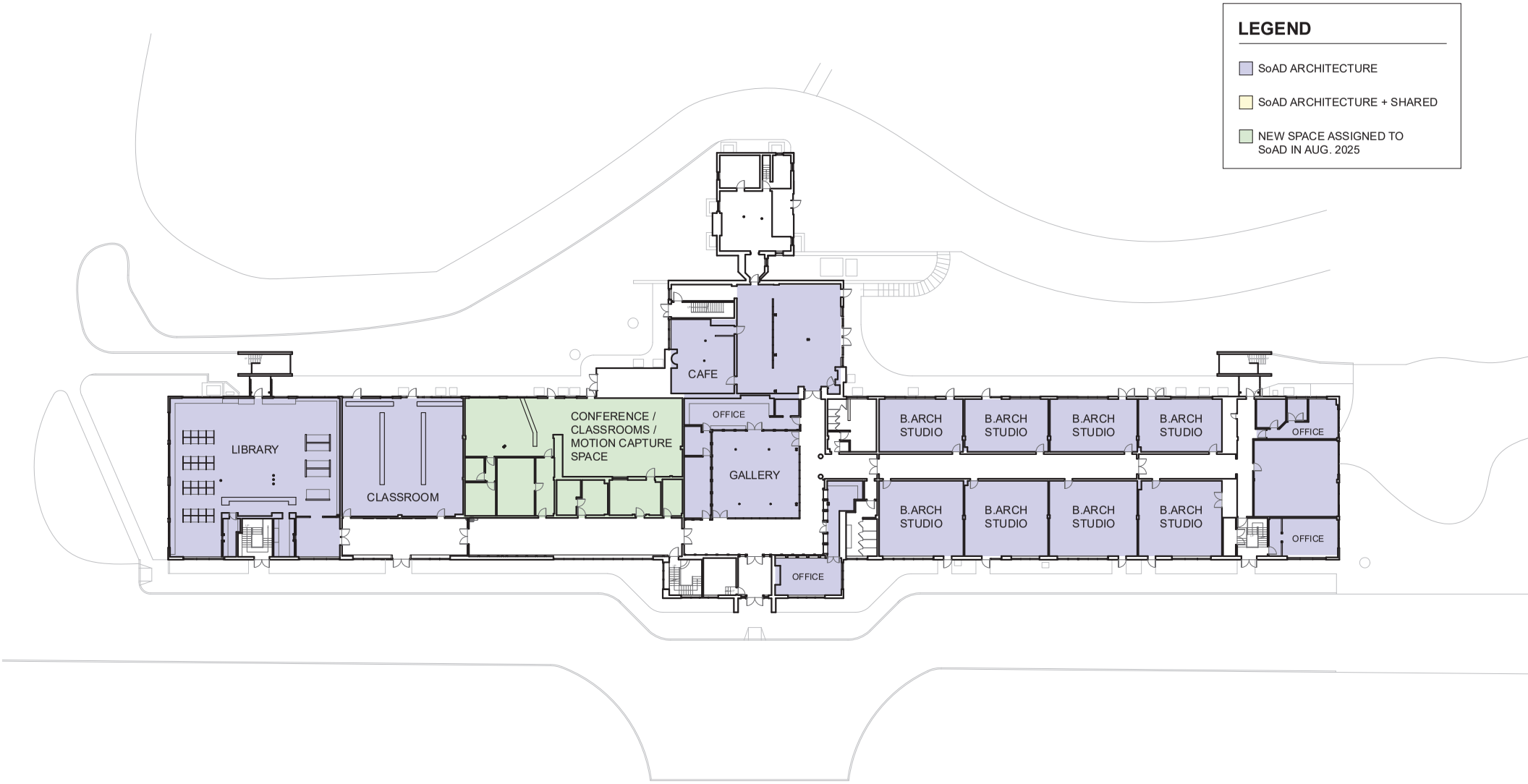


FLOOR 11

SoAD DIGITAL ART & DESIGN

16 WEST 61ST STREET

NYIT NYC, MANHATTAN CAMPUS
16 WEST 61ST STREET NEW YORK, NY

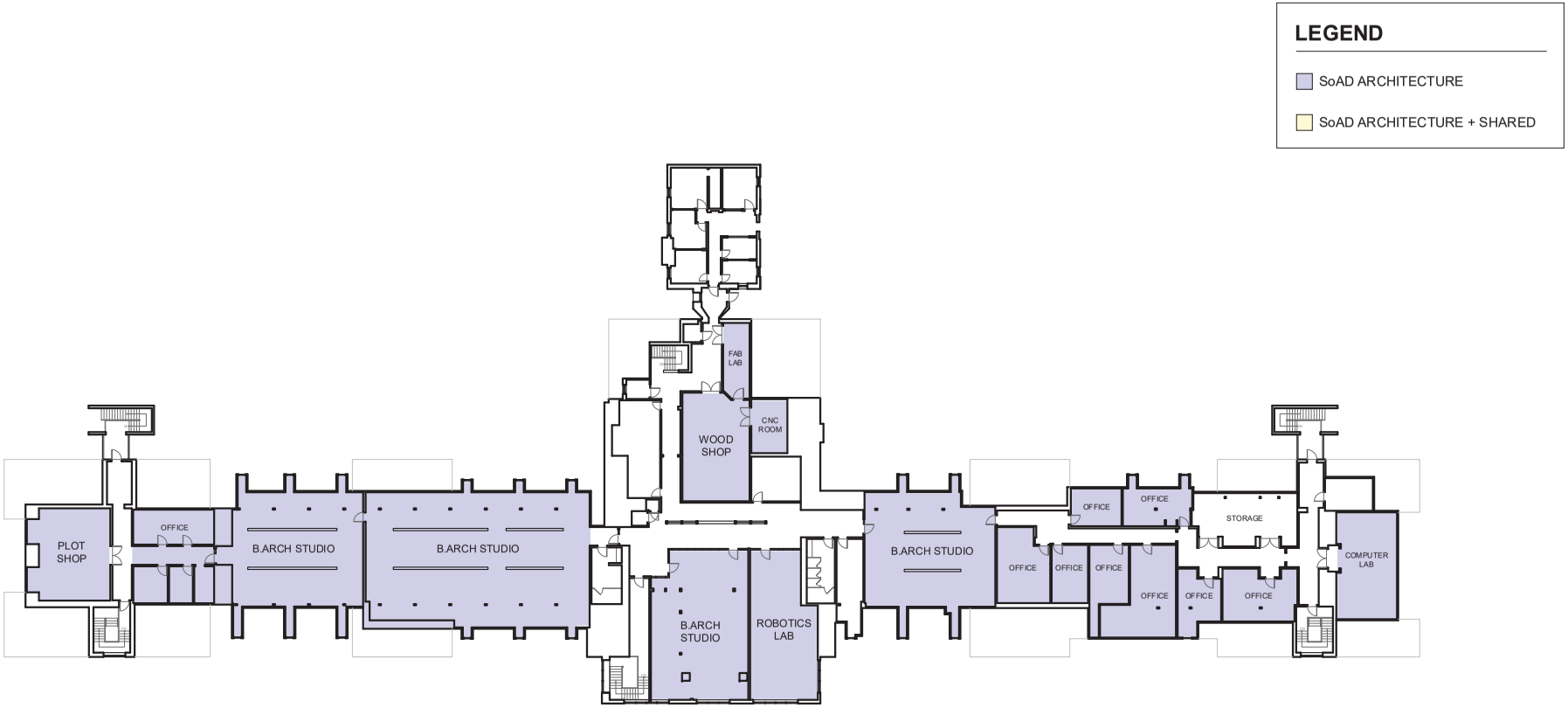


FLOOR 01

SoAD ARCHITECTURE

EDUCATION HALL

NYIT LONG ISLAND, OLD WESTBURY CAMPUS
NORTHERN BLVD OLD WESTBURY, NY



FLOOR 02

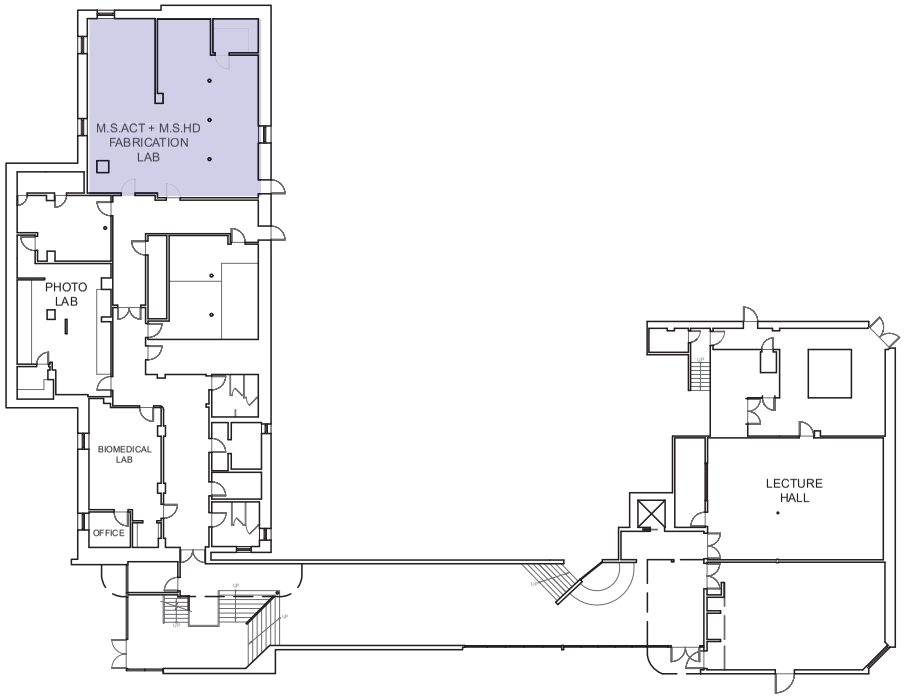
SoAD ARCHITECTURE

EDUCATION HALL

NYIT LONG ISLAND, OLD WESTBURY CAMPUS
NORTHERN BLVD OLD WESTBURY, NY

LEGEND

- SoAD ARCHITECTURE
- SoAD ARCHITECTURE + SHARED

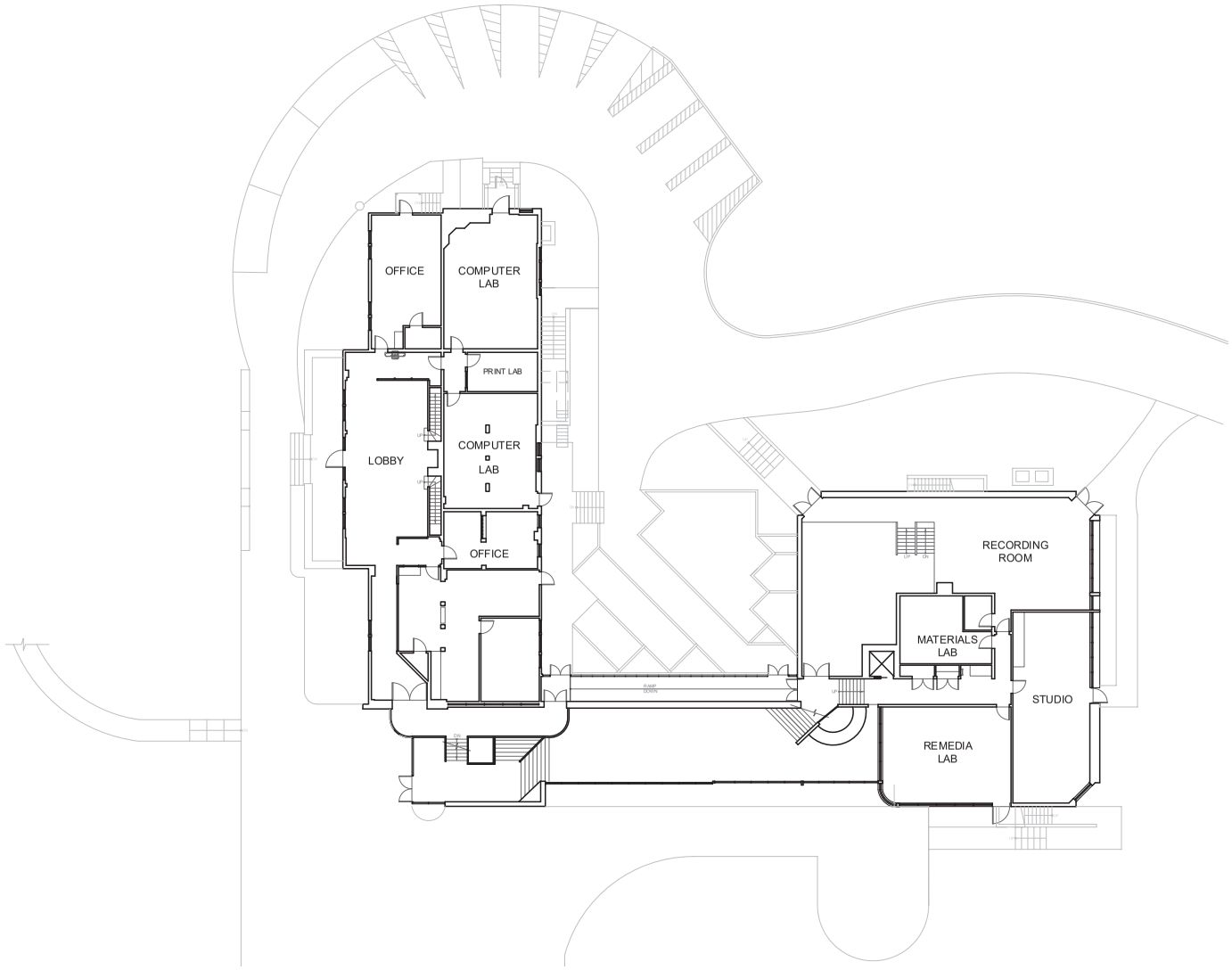


FLOOR 00

SoAD DIGITAL ART & DESIGN

MIDGE KARR

NYIT LONG ISLAND, OLD WESTBURY CAMPUS
NORTHERN BLVD OLD WESTBURY, NY



LEGEND

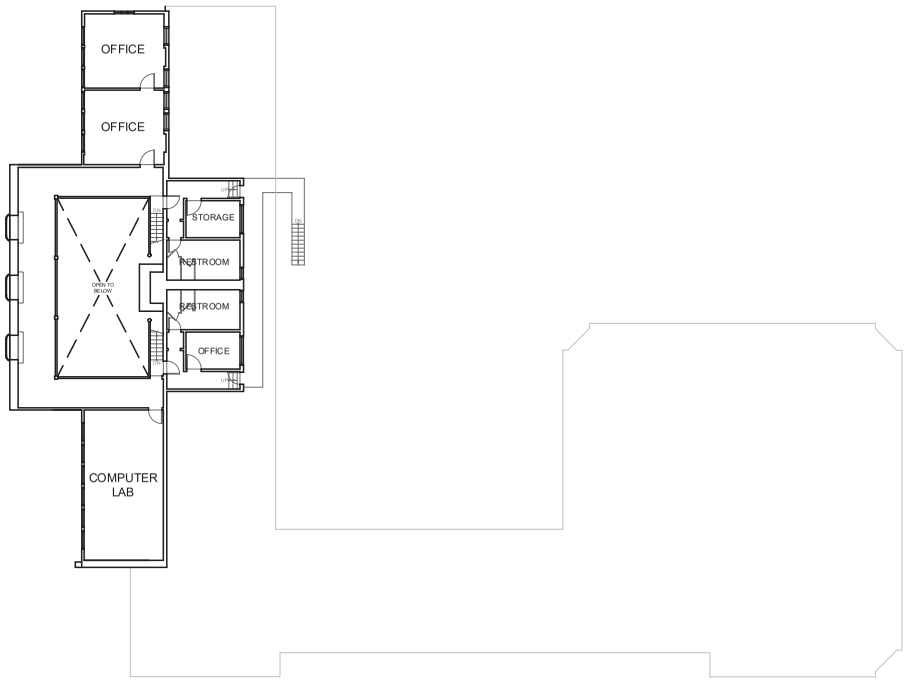
- SoAD ARCHITECTURE
- SoAD ARCHITECTURE + SHARED

FLOOR 01

SoAD DIGITAL ART & DESIGN

MIDGE KARR

NYIT LONG ISLAND, OLD WESTBURY CAMPUS
NORTHERN BLVD OLD WESTBURY, NY



LEGEND

- SoAD ARCHITECTURE
- SoAD ARCHITECTURE + SHARED

FLOOR 02

SoAD DIGITAL ART & DESIGN

MIDGE KARR

NYIT LONG ISLAND, OLD WESTBURY CAMPUS
NORTHERN BLVD OLD WESTBURY, NY

8. Remote Location Questionnaire

Remote Location Questionnaire

The NAAB Procedures for Accreditation, 2020 Edition

According to the 2020 edition of the *NAAB Procedures for Accreditation*, a program submitting an Architecture Program Review (APR) for a visit of continuing accreditation must include its responses to this questionnaire and a narrative description of its a) branch locations, b) additional sites, c) teaching sites, and/or d) online learning using the definitions found in the *Procedures*.

The narrative must address the following matters:

a) Curriculum
b) Geographic location
c) Administrative structure
d) Budgetary and hiring authority and responsibilities
e) Faculty access to committee assignments, research and scholarship opportunities, and participation in professional societies
f) Student access to services and equipment and participation in governance
g) Physical resources

The team chair and the NAAB staff will use the questionnaire and accompanying narrative to determine which category to assign and what additional requirements may be added to the visit. The program will be notified as part of the APR review and acceptance process for changes to the APR and the visit.

Programs may include this narrative as an appendix to the APR.

Programs are advised to contact NAAB staff at accreditation@naab.org for a preliminary discussion and guidance prior to submission.

Remote Location Questionnaire

[NOTE: if the program uses more than one branch campus, additional site, teaching site, online learning, or study abroad program, please complete a questionnaire for each program.]

Name of institution:	New York Institute of Technology (NYIT) School of Architecture and Design (SoAD)
Title of degree:	Bachelor of Architecture (B.Arch)
Name of program:	Bachelor of Architecture (B.Arch)
Name, title, and email of the person completing this form:	Giovanni Santamaria, Associate Dean of Academic Operations, gsantama@nyit.edu
Location of branch campus, additional site, teaching site, online learning, or study abroad program:	Edward Giugliano Global Center (EGGC) at 1855 Broadway, New York, NY 10023
Distance from main/flagship campus:	25 miles
Percent of courses that are required to complete a NAAB-accredited degree offered at this site:	All SoAD B.Arch courses are equally duplicated and offered at both the locations

List all courses that lead to the NAAB-accredited degree: number, title, credits offered, and the location at which they are offered [insert additional rows as necessary]

Course number	Credits	Course title	Location		
			Main	Proposed site	Other (explain)

Is attendance at the proposed branch campus, additional site, teaching site, study abroad, or online program required for completion of the NAAB-accredited degree program?	Yes, the two locations work as one therefore, the attendance at the branch campus in NYC is required for the completion of the NAAB-accredited degree map.
Who has administrative responsibility for the program at the branch campus? Is this person the same as the administrator for the program at the main campus?	The SoAD Dean Maria Perbellini is the administrator of the Program at the main campus in LI -Old Westbury and at the branch campus in NYC -Manhattan.
To whom does this individual report?	NYIT Provost, ~~Dr. Jerry Balentine~~ Francine Glazer, Ph.D.
Where are financial decisions made?	SoAD financial decisions are made by the Dean at both locations
Does the program at the branch campus have its own faculty?	Most of the full-time faculty is assigned to a specific campus, but some teach in both as needed. The majority of part-time faculty teaches in one of the two campuses, but some are also teaching in both.
Who is responsible for hiring the faculty for the program at the branch campus? Is this person the same as the person responsible for hiring the program faculty at the main campus?	The SoAD Dean Maria Perbellini is responsible to Hire faculty at the branch campus in NYC as well as at the main campus in LI as per NYIT Collective Bargaining Agreement (CBA). Each of the SoAD campus locations in LI and NYC has its own Department Chair responsible of

	hiring the part time faculty at that location. Both Chairs work coordinatively.
Who has responsibility for the rank, tenure, and promotion of faculty at the branch campus? Is this person the same as the person responsible for rank, tenure, and promotion of the program faculty at the main campus?	The SoAD Dean, Maria Perbellini is responsible for providing a recommendation to the Provost regarding faculty in both campuses, while the final decision comes from the NYIT Board of Trustees (steps as per NYIT Collective Bargaining Agreement -CBA).
Does the branch campus have its own curriculum committee?	The branch campus of SoAD in NYC shares the same Curriculum Committee of the main campuis in LI. All the committees have representatives from both the campus locations.
Does the branch campus have its own admissions committee?	The branch campus of SoAD in NYC shares the same Admission Committee of the main campus in LI.
Does the branch campus have its own grievance committee?	The branch campus of NYIT in NYC shares the same Grievance Committee of the main campus in LI.
Does the branch campus have its own resources for faculty research and scholarship?	The branch campus of SoAD in NYC shares the same resources for faculty research and scholarship with the main campus in LI.
Does the branch campus have its own AIAS or NOMAS chapter?	Yes, the branch campus has its own chapters of AIAS and NOMAS. These collaborate and coordinate with the chapters in the main campus in LI.
Does the branch campus maintain its own membership in ACSA?	The branch campus of SoAD in NYC shares the same membership in ACSA with the main campus in LI.

Additional Comments: