

**Syracuse University
School of Architecture**

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

**Degree Title: Bachelor of Architecture
(162 undergraduate credit hours)**

**Master of Architecture
(non pre-professional degree plus 110 credit hours)**

Year of the Previous Visit: 2010

Current Term of Accreditation:

At the July 2010 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report (VTR)* for the Syracuse University School of Architecture. As a result, the professional architecture programs: Bachelor of Architecture and Master of Architecture were formally granted six-year terms of accreditation. The accreditation terms are effective January 1, 2010. The programs are scheduled for their next accreditation visit in 2016.

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Section 1. Program Description

I.1.1 History and Mission:

History and Mission of the Institution

Since its founding in 1870, Syracuse University has had an illustrious history of educational excellence enabled by strong and visionary leadership. In 2014, Kent Syverud became the new chancellor at Syracuse University. Under his leadership, the University is engaged in an ambitious “Fast Forward” campaign that involves three inter-related components: an Academic Strategic Plan laying out a common vision for the University and clear academic priorities needed to achieve that vision; a Framework Plan to provide a vision for our University’s infrastructure needs; and an Operational Excellence Program to help support and fund these investments and the pursuit of our overall objectives. Additional information on the “Fast Forward” campaign is available at:

<http://fastforward.syr.edu/>

Prior to this, during Chancellor Nancy Cantor’s tenure beginning in 2004, Syracuse University was defined by “Scholarship in Action”—a commitment to forging bold, imaginative, reciprocal, and sustained engagements with the many constituent communities, local as well as global. This represented an expansive definition of the role of a university as an anchor institution in the community. “Scholarship in Action” focused on three major areas: faculty excellence and scholarly distinction; access and support for enterprising students; and engagement with the world. Sustainability, diversity, and disability advocacy were prioritized, not only into the curriculum, but into the fabric of campus life for all—embracing the university’s role as a community that produces students who will be responsible and caring citizens of our nation and the world.

Additional information on the history of the University is available at:

<http://archives.syr.edu/history/>

Program History, School of Architecture

The School has a rich and distinguished history, beginning in 1873, three years after Syracuse University was founded. Information on the School’s history, can be found at:

<http://soa.syr.edu/school/school-history/>

Program Mission, School of Architecture *(adopted by School of Architecture faculty, August 28, 2009)*

As a professional-degree-granting college within a research university, the Syracuse University School of Architecture is dedicated to creating a rich academic environment marked by the confluence of advanced practice, contemporary theory, and social engagement. Our primary goal is to help students develop the capacity and judgment necessary to understand the built environment and generate architecture as a critical response, so that each student can engage both the discipline of architecture and the multiple discourses—artistic, technological, social, political, environmental, economic—necessary to be a successful practitioner and a conscientious citizen. Through our teaching and public programming, we help students gain a deep knowledge of architecture’s techniques, traditions, methods of inquiry, and modes of production, so that they emerge with the intellectual breadth and acuity to meet the challenges of a rapidly changing world that demands agility and innovation. Through both programming and outreach activities, we aim to engage a wider public audience in a dialogue about the role of architecture in society.

To serve this mission we are committed to the following principal objectives:

- Recruiting, enrolling, and retaining the most qualified students.
- Recruiting, employing, and retaining the most qualified faculty and staff.
- Creating and sustaining a supportive academic environment marked by academic integrity, cultural diversity, and social responsibility.
- Providing the best professional education possible by offering professional degree programs that combine expertise specific to the discipline of architecture with critical thinking skills and intellectual knowledge central to humanistic study.
- Teaching an integrated curriculum within which courses in design and other specializations support the proposition, exploration and development of architectural ideas.

- Maintaining and enhancing our expertise and capabilities in significant areas of research and practice.
- Providing opportunities for students to participate in international study programs to better understand the global forces and local cultural contexts that contribute to the production of architecture and urban design in these settings.
- Offering visiting critic studios both on and off campus that provide students with an exposure to alternative perspectives and advanced building practices
- Demonstrating overall competency through a self-directed process of research, documentation, proposition and project development within the capstone experience of thesis.
- Increasing student awareness of and ability to engage with major issues such as social equity, economic development, and ecological balance.
- Encouraging faculty and students to participate in interdisciplinary initiatives offered within a diverse and rich campus setting.
- Preparing graduates to enter the profession in a variety of ways, with strong basic design skills coupled with the technical ability, business acumen, and an understanding of the ethical role of the architect in society.
- Supporting faculty achievement in creative activity and scholarly research.
- Generating advocacy and support for School initiatives from alumni, faculty, staff, and advisory board members, and among civic and business leaders.

Program's benefit to the Institution

The School of Architecture's engagement with the campus, the city of Syracuse, and the global community continues to grow, offering exceptional opportunities for faculty and students and contributing significantly to life at the University. The School's academic administration (dean, associate dean, graduate and undergraduate chairs) bring their expertise to bear on numerous University committees. Dean Speaks and Associate Dean Czerniak are active participants on the Campus Framework Plan Committee led by Syracuse Architecture alumnus Steve Einhorn. Jean-François Bédard, chair of the graduate programs, is a member of the University's Academic Strategic Plan and member of the Vice Chancellor and Provost Search Committee. Other faculty participate on sub-committees for institutional academic planning. Faculty members, both visiting and resident, conduct research and lead initiatives that contribute to the intellectual and cultural life at the University. Dean Speaks is expanding a network of partnerships in Asia, including an agreement with the Shenzhen Institute of Building Research in China to develop research and design projects focusing on low carbon cities. Students have a wide range of opportunities to become involved in activities outside the classroom, and engaged student groups are a key component of the culture at the School and the University.

Benefits derived from the Institution

The School of Architecture benefits from its presence within a research university with energies increasingly directed toward interdisciplinary work. This setting provides the disciplinary expertise, intellectual agility, and creativity to invent and translate new ideas. The interdisciplinary research environment of the institution is currently fostering a productive relationship between our faculty and the Syracuse Center of Excellence, which is a federation of firms, organizations, and institutions that creates innovations to improve health, productivity, security, and sustainability in built and urban environments. Additionally, emerging faculty research clusters draw on university wide expertise, and include topics in high-performance buildings and materials, health and wellness, adaptive reuse, real estate/property development, and urban design/urbanism.

The holistic development of young professionals

The School offers a professional education embedded within a humanist tradition, providing a rigorous education both within and outside architecture. The knowledge and skills derived from a general education are channeled through the disciplinary training aimed to teach students to form and transform the world enlightened by historical and conceptual knowledge. In the undergraduate program, 120 credits

are devoted to Architecture courses, 36 to Arts and Science required and elective courses, and 6 to open electives. Students practice disciplinary integration from the first semester, when they take the first of two required writing courses in tandem with our foundation courses in architecture and design. And we align our 18 credit hour history/theory sequence with the intellectual foundations of modern thought, to which we make regular reference. Students use electives to increase the breadth of their knowledge and/or to develop a second area of concentration with a minor. Over 25% of our students graduate with minors (in over 30 fields over the last two years, including English and Textual Studies, Urban Geography, Engineering, Landscape Architecture, Physics, Finance and Real Estate). Although the graduate program offers few opportunities for electives outside of architecture, all students enter the program with an Arts and Sciences foundation that is built upon in the history, theory and research sequence. In turn, this knowledge becomes the substructure for research and analysis in studio classes, including the two-semester thesis project. As a reflection of this holistic approach, many faculty members have pedagogical and research partners across campus.

I.1.2 Learning Culture

The School of Architecture promotes a culturally and socially diverse climate that supports each member of its community. The learning culture is respectful of difference, encourages collaboration, and fosters interdisciplinary innovation. As a professional degree granting college within a research university, the School is dedicated to creating a rich academic environment marked by the confluence of advanced practice, contemporary theory, and social engagement. Our primary goal is to help students develop the capacity and judgment necessary to understand the built environment and generate architecture as a critical response, so that each student can engage both the discipline of architecture and the multiple discourses—artistic, technological, social, political, environmental, economic—necessary to be a successful practitioner and a conscientious citizen.

To achieve this, the School provides a broad base of disciplinary knowledge for the study and practice of architecture, promoting the values of intellectual rigor, critical thinking, and engaged and ethical practice. These values are supported by a productive and positive learning culture that extends beyond the School. Faculty, staff, and students work together to uphold the highest ideals of personal and academic honesty while maintaining a safe and healthy living and working environment.

Administratively, several efforts have been made to support a healthy live-work balance. Courses have been scheduled evenly across the work week with limited early morning and evening courses. Further, two “no studio deadline” weeks have been established throughout the semester to minimize studio and non-studio work overload. This kind of coordination promotes a more vigorous learning environment and one respectful of the various pedagogical goals within the School and across the University.

The School continually encourages students and faculty to develop creative research partnerships beyond the confines of Slocum Hall which expand learning culture. These include collaborations with the Syracuse Center of Excellence and the L.C. Smith College of Engineering. The School’s robust Study Abroad Programs in Florence, London, and New York offer opportunities for students and faculty to cross-pollinate with different learning cultures. Innovative visiting critic and travel studios provide students with a diverse range of opportunities to customize their academic and professional development.

Studio Culture Policy

The School has instituted a school-wide Studio Culture Policy following a development process that included input from faculty, students, staff, and administrators. The School of Architecture takes pride in a studio culture that promotes academic excellence, helps students develop their capabilities to the fullest, and encourages students to engage with a wider world. At the same time, it is dedicated to improving the culture of the design studios by better supporting students in managing their time and leading balanced lives, as well as by better supporting students from underrepresented groups.

The Studio Culture Policy implementation and maintenance plan incorporates practices that pre-existed the studio culture policy and adds new practices designed to foster continuous improvement in the learning culture of the School and its design studios. As such, the Studio Culture Policy is a living document. Distributed in its most recent form each fall in the School's "Program Rules and Guidelines" for both the undergraduate and graduate professional programs (the White Book), the policy is also available online. The policy is integrated into orientation materials and activities for matriculating students and for new staff and faculty. Studio professors discuss the importance of the policies, citing them on their course syllabi and referring to them intermittently throughout the semester.

The School respects and understands the purposes of these policies and evaluates them on an ongoing basis. In order to improve and make adjustments to the policy, students and faculty meet once a semester in a public forum to discuss studio culture. Participants engage in informed and productive dialogues about the policy, making suggestions for future revisions. The most recent Studio Culture forums took place at the School in the fall 2014 and spring 2015 semesters.

The combination of the Studio Culture Policy and these learning culture initiatives provide for a more well-rounded educational experience for the students in an intellectually stimulating though challenging professional program. By means of a broad array of curricular and extracurricular activities and policies, this learning environment best prepares students for the challenges and rigors of contemporary globalized practice.

I.1.3 Social Equity

Syracuse University believes in the power of diversity and strives to cultivate a culture of respect, safety, and equity that ensures legal compliance but also goes beyond it, in accordance with the University's values. Syracuse University maintains an inclusive learning environment in which students, faculty, administrators, staff, curriculum, social activities, governance, and all other aspects of campus life reflect a diverse, multi-cultural, and international worldview. The University community recognizes and values the many similarities and differences among individuals and groups. The University is very proactive in recruiting and retaining students. It provides extensive need-based financial aid in order to assist economically disadvantaged students and offers special programs through the Office of Multicultural Affairs to assist students from historically underrepresented groups.

Syracuse University is an equal-opportunity, affirmative-action institution. The University prohibits discrimination and harassment based on race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and gender expression, veteran status, or any other status protected by applicable law. This nondiscrimination policy covers admissions, employment, and access to and treatment in University programs, services, and activities. Syracuse University follows procedures in admissions and financial aid that do not discriminate on the basis of race, gender, or national origin. More information on University initiatives for diversity and inclusion is available at:

<http://humanresources.syr.edu/worklife/diversity>
<http://www.syr.edu/hcd/equal-opportunity.html>
<http://www.syr.edu/currentstudents/expressSU.html>
<http://multicultural.syr.edu/about-us>

The School of Architecture is committed to nurturing diversity amongst students, faculty, and staff and to fostering an environment of inclusion. These University policies are communicated to every new student, faculty, and staff employee in our "Program Rules and Guidelines" (the white books) for both the undergraduate and graduate professional programs. These are updated annually and distributed to all incoming students. All faculty receive a condensed guide to School policies and procedures as part of the

annual startup packet, distributed at the first faculty meeting for the academic year. Furthermore, the bylaws of the University require minority representation on faculty search committees in accordance with affirmative action policies, and the School of Architecture is fully in compliance with this requirement. The search committee also has student members, and solicits student input in the evaluation process. All proposed faculty appointments – including tenure track, one-year, and part time - are reviewed by the Office of Human Resources as well as the Office of the Vice-Chancellor and Provost to see that University goals and directives are followed.

Syracuse Architecture is in compliance with the University's plans to maintain and increase the diversity of its faculty, staff, and students. Additional information is available at: http://supolicies.syr.edu/ethics/nonD_equal_policy.htm

For information on the University's Equal Opportunity, Inclusion and Resolution Services (EOIRS), see *Architecture Accreditation* in Section 4_Supplemental Materials.

The School of Architecture processes, plans, and policies are all in accordance with University guidelines. Additionally, the University's chief EOIRS officer and director of EOIRS meet with the dean, faculty, and staff to elaborate on how to engage with others in an inclusive way. The School is in the process of adding an assessment question to the online student course evaluations that are administered at the conclusion of every semester that measures the inclusiveness of the learning environment.

In order to maintain and increase the diversity of students, the School of Architecture is active in recruitment, advancement, retention, and graduation support for underrepresented students. Through targeted recruiting at predominately minority high schools, the B.Arch. program has increased the proportion of historically underrepresented populations in its applicant pool, as well as among its admitted and matriculating students. Several full-tuition scholarships reserved specifically for underrepresented B.Arch. students have assisted the School in recruiting some of the strongest admitted students. Once matriculated, a multi-part advising, mentoring, and tutoring program is in place to help students succeed. In the graduate program, the plans for maintaining and increasing diversity include participating annually in the National Organization of Minority Architects (NOMA) Graduate School Fair and, closely reviewing the applications of and considering merit-based scholarships for minority students in order to increase the graduate program's minority enrollment during the graduate admissions process.

I.1.4 Defining Perspectives

A. Collaboration and Leadership

Collaboration and leadership are important skills and abilities that figure significantly into the structure and content of each student's education. Skills for productive teamwork, effective communication, and conflict resolution are fostered through pedagogical strategies in: 1) structured coursework opportunities, 2) extracurricular faculty and student driven activities, and 3) external programs and events. We also encourage students to value common goals and strive to situate these goals in larger disciplinary and professional contexts and frameworks.

Structured Coursework Opportunities

Successful teamwork, and the decision making and conflict resolution skills that enable it, are important components of studio education. In the early design core years, ARC 107, 108, 207, 208, we encourage team-based assignments that build collaborative skills in research, base documentation, and design. Group research engenders commitment, negotiation skills, and mutual trust. Preparing base documentation demands self-organization, leadership, and the subdivision of labor. Moreover, group work requires students to acquire the ability to offer productive critiques. In many upper level studios including ARC 409 *Integrative Design Studio*, student teams must assign tasks, prepare coordinated verbal

presentations, and produce drawings that describe a unified vision, all the while negotiating differences of opinions.

Some studio professors model collaboration by encouraging student groups to operate like an architectural “firm” where its proficiency and reputation is everyone's responsibility. Through strategies such as the peer-review of drawings, collective problem-solving, and mutual proficiency development, students become responsible not just for their own success but also for that of their peers. This collaborative leadership strategy not only strengthens the weaker students, it bonds studios together by nurturing a common, collaborative goal. Individual success means success for the group.

Collaboration and leadership are also fostered in non-studio courses. For example, in ARC 181 *Representation I* students construct a single drawing that requires an interplay of hands and voices toward a common artifact. The goal is to promote a conversation about the assignment and the technique used to complete it. The resulting drawings are charged with correction and debate. In the term project of ARC 423 / 623 *Advanced Building Systems*, students work in teams to undertake a comprehensive, holistic analysis of the design and performance of a single building's technical systems. Using the building's construction documents, students organize into project teams and elect a coordinator who oversees work flow, effort distribution and dispute resolution. ARC 641 *Intro to Architectural Discourse* is structured to treat learning theory as a discursive enterprise that requires active collaboration and critique. Students must respond to and elaborate on their classmates' work, collaborate on presentations, and organize and participate in student panel discussions.

Additionally the School regularly offers courses that are interdisciplinary, drawing on the strength of various units of the University at large. In these contexts, students are exposed to, and have to negotiate, the complexities of criteria from different fields and establish protocols for working together.

Extracurricular Faculty and Student Driven Activities

A range of extracurricular activities foster collaboration and leadership amongst the School of Architecture community. Examples include: 1) design charrettes which require students to make public presentations to external audiences; 2) faculty/student workshops which produce a negotiated architectural exhibition; 3) student organization driven events that require and promote initiative, organization, leadership, collaboration, and conflict resolution. Examples include the Architecture Student Organization's (ASO) faculty / staff auction and the Beaux-Arts Ball; The American Institute of Architecture Students (AIAS) activities regarding studio culture policy, student conferences, and firm visits; Freedom by Design's projects for the community; and the Society of Multicultural Architects & Designers (SMAD) cultural events, design competitions, and fundraisers.

External Programs and Events

A host of external global programs in the form of semester's away and short summer courses offer vivid insights into the shifting priorities of the discipline relative to other cultural, political, social, and economic contexts. In addition to our resident programs in Florence, London and New York, trips to cities and landscapes in South America, Africa, Europe, and Asia have recently been offered.

B. Design

Syracuse Architecture supports a pluralistic approach to design activity that is reflective of the diversity of faculty interests and that of our student body. We believe that nurturing a plurality of voices provides the stimulating environment necessary for students to learn how to address the complex issues architecture faces today.

Individual courses, curricular and co-curricular activities, learning experiences/opportunities

A tightly scripted core studio sequence structures the first years of the B.Arch and the M.Arch programs. The later semesters allow for greater latitude on the part of students. Students have the opportunity to

take advanced design studios abroad and/or visiting critic studios taught in Syracuse by invited practitioners and educators.

The core studio sequence begins with a focus on fundamental design skills, formal ordering systems, spatial syntaxes, and the use of precedents. In the first year, design projects are coordinated closely with assignments in media in which students learn basic representational skills. As students progress, they integrate disciplinary research, consideration of site conditions, national and regional traditions, materials, and simple structural and technical systems. They factor in human behavior and diversity, address safety and accessibility, and pursue sustainable design. They consider the performative and expressive dimensions of siting, structure, and programmatic distribution. The Comprehensive Design Studio ends the core sequence. Synthesizing previous learning, it challenges students to resolve building envelope, service systems, materials, and assemblies in a complete, integrated design.

Studios emphasize iteration and feedback at all stages of the design process. Frequent individual, group, and public critiques with invited guests hone students' ability to respond nimbly to increasingly complex briefs. As they progress through the curriculum, students are encouraged to set up their own creative agenda and establish the evaluation criteria that will determine the success of their conceptual approaches. Syracuse Architecture's design curriculum seeks to foster student self-reliance. It strives to help students pursue tactical engagement with challenging issues in contemporary built environments.

As a culmination to the design sequence, students in their last year complete a year-long, self-directed research and design project. Thanks to the three discrete phases in design learning, the curriculum introduces students to a wide range of approaches and methodologies. From one studio to the next, students also build their skills in representation, research, critical thinking, writing, and speaking. Integral to the curriculum, design studios abroad offer students the opportunity to partake in the radically different cultural contexts they are likely to engage during their professional careers. Off-campus learning, often a transformational experience for students, builds on previous design instruction that approached architecture from a multi-faceted, global perspective.

C. Professional Opportunity

As a long-standing leader in accredited architectural education and an academic unit within a research university, Syracuse Architecture is well equipped to educate students on the broad range of professional and associated opportunities within the field of architecture. Students learn of professional opportunities in courses, through co-curricular activities, peer-to-peer mentoring, and high school applicant recruiting.

Related Activities / Courses

Syracuse Architecture has a reputation as a school that delivers a rigorous professional architectural education focused on design excellence and professional competence which we feature in our undergraduate recruiting publications and programming. Students arrive fully expecting to pursue careers in architecture, and seek out career-directed opportunities while studying in the program. After graduating, alumni further advance the School's professional reputation, drawing new applicants to the School.

The Career Services office is a dedicated, co-curricular support function that guides Syracuse Architecture students through the pre- and post-graduate phases of their architecture careers. The Director offers regular information and work sessions on professional profile development, job searching, professional ethics, the National Council of Architectural Education Registration Board (NCARB) Intern Development Program (IDP) and licensure requirements. On-campus job interview events are scheduled January through March attracting 50-70 architecture practices to the School each year. Career Panel Discussions are included in these events, bringing together current students and practicing architects to share career path stories and information. Additionally, Career Services maintains an extensive global

network of friends and alumni of Syracuse Architecture. All students are encouraged to become part of this network and seek multiple connections relating to architecture and alternative career directions. Connie Caldwell, Manager of Career Development at the School, was named one of DesignIntelligence's 30 Most Admired Educators for 2013. They refer to her as follows: "A huge asset in design education, Caldwell opens doors for professional practices to access student strengths and sets interviews for employment. She coaches students on interview skills and helps firms on selection of talent, earning a high degree of trust."

Throughout the professional degree coursework, reference to the practice of architecture is made through extensive use of case study learning. Building design studios (ARC 107 through ARC 409; ARC 604 to ARC 609) and technology courses (ARC 121, 222, 322, 423, 621, 622, 623) regularly analyze case study subjects to advance understanding of design, performance, and construction, and the role of architects in the production of the built environment. Also, detailed information on practice-related topics such as architectural registration, architectural practice business development, project delivery, legal responsibilities, and overall leadership is conveyed to all students through ARC 585, a required professional practice course.

Peer-to-peer mentoring plays an important role in preparing students for early steps into architecture careers. 80% of B.Arch candidates work in architecture practices before completing their degrees – many in multiple offices. They bring their experiences back to campus sharing them with fellow students which is a valued resource. Students learn of first-hand practice experience, similarities and differences between academic and professional work, as well as possible leads on future employment.

Though generally focused on careers in architecture, Syracuse Architecture students are well situated to explore related fields while completing their degrees. Syracuse University offers over one hundred minors. Approximately one in five B.Arch students complete a minor. Minors range broadly from art history and anthropology, to construction management and real estate development. The most popular minor for architecture students has been geography. Students pursue minors to satisfy broader interests, to prepare for more focused graduate studies, or to obtain additional career-advancing credentials.

D. Stewardship of the Environment

Syracuse Architecture cultivates an understanding of the natural environment and an awareness of design's agency to minimize negative impacts to it. Learning experiences impart both general knowledge, such as the impact of climate and geography on a design project, as well as specific skills to develop design strategies that reduce carbon footprints and manage energy consumption. Together, these experiences nurture the aesthetic potential of environmental factors all the while engaging pressing global concerns.

Courses and Other Learning Experiences

Environmental issues are advanced and valued across the curriculum in studio courses, in the technology and structures sequence, and in other non-studio coursework. ARC 207 *Architectural Design III* introduces environmental thinking by requiring that projects be conceptualized as part of large-scale natural systems. Students consider how networks, cycles, and patterns embedded within a site can inform an architectural proposal. ARC 307 *Architectural Design V* challenges students to develop a position on ecological and social sustainability and carry this position through the design of a building. The studio engages in a series of exercises from the material and systems scale (designing techniques to mediate energy flows such as air, heat, light, water, etc.), to the building scale (organizing program and systems of enclosure, structure, and circulation), to the urban scale (positioning the architecture's identity relative to a dynamic environmental and cultural context). The primary issue of Arc 409 *Architectural Design VIII: Comprehensive Design* is the integration of technical systems and statutory issues to which a building design must respond. Student designs respond to sun, wind, humidity, rainfall, and temperature variation of a given site. Climatic data is used to refine the overall form and disposition of the building on the land as well as develop specific building envelope systems, HVAC strategies, and systems. In ARC

607 *Architectural Design VI Graduate Comprehensive Studio*, issues of sustainability are seen as part of the conceptual design thinking and building organizational strategy. Building orientation, stack systems for natural ventilation, material research and application, water collection, tactical use of landscaping, and innovative heating systems all are deployed as design criteria to accomplish building designs that are sensitive to the environment, function well, and relate in a meaningful way to the cultural context of place.

ARC121/621 *Introduction to Building and Structural Systems* places a strong emphasis on building performance. The course lays the groundwork for our students' understanding of human occupancy's relationship to climate change vis-à-vis massing, orientation, fenestration percentages and envelope insulation, thermal mass, and shading features. ARC 322 *Interior Environment and Service Systems* builds on building envelope performance materials. ARC 622 *Building Systems Design II* focuses on the inherent complexity of the building as a transfer function for multidirectional and multiscalar energy flows. In addition, this course reviews existing computational tools and methods for building energy performance assessment. ARC 423/623 *Advanced Building Systems* is the culminating course of the School's technology sequence which includes lectures on the environmental impact of design practices such as the use of local materials, on- or near-site production of components and assemblies, socially beneficial construction processes, and finished buildings that optimize non-mechanical or passive environmental conditioning strategies.

ARC 211/611 *Structures I* introduces the relationship between space and structural systems, one of the key components for the development of an energy-conscious design strategy. Students learn how materials are dependent on a building's climate and its distance to resources. ARC 311/612 *Structures II* deals with selection of structural systems, materials, and sizing of members. Each of the major structural materials is discussed in terms of embodied energy from material processing, life cycle design, and contribution to the thermal performance of the overall system.

Many professional electives advance specific environmental issues and the relevancy of design to them. For instance, students in ARC 575 *Urban Housing* focus on the environmental design strategies of exemplary urban housing projects and their efficiency of land use and infrastructural services. In ARC 500 *Design, Landscape & Global Change*, students are introduced to a series of environmental issues and to the contemporary design strategies that engage and abate them: global warming, climate change, waste, and the detriment of fossil fuels. In ARC 585 *Professional Practice*, students develop an understanding of the laws and practices governing architects and the built environment as well as sustainability and good stewardship. Codes and regulations are discussed and reinforced with examples of "professional conduct" as noted in the American Institute of Architects (AIA) Code of Ethics. The evolution of sustainable practices and the Leadership in Energy & Environmental Design (LEED) rating system are reviewed along with case studies of integrated project delivery and the resultant sustainable systems. Furthermore, the opportunity for students to present at conferences, participate in field trips, join focus groups, and collaborate on faculty research supplement structured learning experiences.

E. Community and Social Responsibility

At Syracuse, students are introduced to the role that architecture can play in creating a just, equitable, and resilient built environment. Students develop knowledge about the greater public good and skills to make communities more livable, both socially and ecologically. This call to civic engagement is present across the curricular structure (in both studio and non-studio coursework) and in other learning opportunities (such as competitions, symposiums, and travel programs).

Courses and Related Activities

Many core design studios introduce students to diverse clients and community groups. This begins in the second year when projects are located within more complex physical and culture sites. For example, ARC 207 *Architectural Design III* engaged with a community activist group, Detroit Bike City. By meeting with the organization's founders, students acquired a sophisticated understanding of how program is shaped by advocacy, as well as the implications of designing on a conflicted inner city parcel. ARC 208

Architectural Design IV engaged our local community through the design of Children's Nature Museum, exposing students to the politics and economics of exhibition design. Engaging the staff enabled them to understand challenges faced by the facility as well as how design could be a resource for both human and non-human constituents (i.e. the urban community and natural environment). Other design studios (ARC 207, 208 and 605) ask students to critically investigate spaces shaped by international development agendas including colonial history, global capitalism, and their accompanying aesthetics, in order to seek alternatives. Others identify urgent issues that are transforming our built environment (such as climate change, economic inequality, resource extraction) and ask students to work with local entrepreneurs that model alternative practices.

The "Rubin Global Design Studio" conducts a recurring research and travel studio that explores contemporary challenges facing specific built environments through a series of global case studies. The studio seeks to uncover unique forms of architecture and urbanism shaped by political, socioeconomic, and technological forces, to draw comparisons between cultures, and to engage real and complex architectural projects through collaboration with a diverse set of institutions, design professionals, policy makers, and local stakeholders. Each term, the studio group travels abroad for ten days to study the project site and conduct primary research. In spring 2015, the studio addressed questions of urban accessibility in the context of New York City and Rosario, Argentina. A diverse set of Rosario residents acted as prototypical "clients" for the project which served as an authentic entry into Argentine culture and everyday life from a real perspective.

In seminar offerings ARC 500 *Nongovernmental Architecture, Goats and Cell Phones* and *My Stomach Bug Is in The Wrong Place*, students study spaces that may influence economic development policies and political participation. International and domestic projects, such as NGO funded initiatives, self-build homes, squatter movements, urban agriculture, and socially motivated arts are discussed. In ARC 500 *The Politics of Public Space*, students apply design thinking to local, social, and political topics that translate into an engaging public space. For a recent example, see: <http://www.syracusenewtimes.com/red-solo-cup/>.

ARC 134 *Introduction to the History of Architecture, 1500 to the Present* challenges students to conceptualize the global realities of our time by pointing to the common historical experiences that link space with modern notions of community, selfhood, and citizenship. This course emphasizes the ways that architecture emerges not only in response to contemporary local conditions but develops out of an ever-changing global dialogue between the past and the present. Through discussions, drawing exercises, lectures, and writing assignments, students come to understand the historical principles that inform contemporary architectural design. In a course on the history of Buddhist architecture, ARC 500 *History of Buddhist Architecture from Stupa to Theme Park*, students become familiar with not only liturgical aesthetics but with the changing demographics of the communities and cultures that religious architecture addresses. Aspects of ARC 141 *Introduction to Architecture* and ARC 242 *Architectural Theory* seek to actively engage students in debates about civic engagement. Theory is understood as a socially engaged political act that emerges from a convergence of social, economic, historical, technological, and environmental forces.

Competitions, symposiums, and travel programs supplement these more structured learning experiences. In our Florence program, an extracurricular competition enabled students to imagine a small project through engaging three incompatible communities – SU Florence, the city of Florence, and SU Abroad. The students learned that an outstanding aesthetic, material, and ecological response can also be socially responsible and meet diverse needs. In fall 2014, Syracuse Architecture hosted "The Mayors' Institute on City Design" (MICD). Students and faculty participated in a lively discussion between eight regional mayors and eight design experts which foregrounded design's relationship to the pressing issues faced by mid-size American cities today. A spring 2015 symposium, "Towards a Hip-Hop Architecture," brought together historians, theorists, and practitioners from architecture, visual arts, and hip-hop education to present and discuss the complex relationship between hip-hop culture and architecture. The

two-day event helped define that a hip-hop influenced architectural practice could not exist without direct community engagement or social responsibility. Planning and support of the event also directly involved students from two student organizations—The Society of Multicultural Architects and Designers (SMAD), and The National Organization of Minority Architecture Students (NOMAS).

Supplemental summer travel courses offer particular insights into various global communities and the relationship of design to them. One recent program, ARC/DES 500 *Design and Disease*, brought students from various fields to Ghana to research spaces of healthcare delivery in interdisciplinary groups. By investigating relationships between healthcare delivery systems and the cultures and infrastructure in Ghana, students and the local community were able to speculate on the viability of future projects to complement the existing systems through collaborative working methods.

The perspective's agency

Syracuse Architecture's approach to these five educational areas provides the framework for the constant updating of the curriculum. The faculty-led Curriculum Committee spearheads the school's efforts to ameliorate its learning sequence. This committee examines course content to address contemporary issues and methodologies in architectural education. During the last academic year, for instance, the committee revised the school's capstone experience, the "thesis," to adapt it to the new, collaborative environment characteristic of current practice and education. By expanding the scope of what an architectural thesis can be, the Curriculum Committee reflected the faculty's desire to recast the curriculum to match an expanded understanding of architectural practice. On behalf of the faculty, the Curriculum Committee also vets new course offerings. Strategic hiring of new faculty, overseen by the Faculty Search Committee, fleshes out areas of expertise that the school intends to develop. Special programming such as off-campus and extra-curricular offerings taps on timely opportunities in global partnerships with fast-growing countries such as China and the United Arab Emirates. Special studios and intensive courses are intended to flesh out the on-campus learning experiences and address the culturally-diverse environment in which Syracuse graduates will operate. The Dean, the Associate Dean, and the program chairs determine the allocation of material resources to further key areas of faculty research and teaching in a multi-year perspective. For example, the School is currently establishing new non-professional programs that involve cutting-edge research in building technology. Although not part of the School's core professional education, advanced research clusters will inform the professional programs and introduce students to architectural research as a professional activity.

I.1.5 Long-Range Planning:

In 2014 Kent Syverud became the 12th Chancellor of Syracuse University. Very soon after his arrival, Chancellor Syverud set a new course focused on elevating the overall academic standing of the university and on enhancing the quality of student life on the Syracuse campus. During the 2014-2015 academic year, the entire university was engaged in an ambitious "Fast Forward" campaign that, when completed in fall 2015, will result in a new academic strategic plan and a new campus master plan with which Syracuse Architecture has been involved from the outset. Steve Einhorn, a Syracuse Architecture alum, and Syracuse University Board of Trustees member, lead the campus master planning effort for the university. Dean Michael Speaks and Associate Dean Julia Czerniak were on the committee that selected Sasaki Associates as the campus master planner, and both were also part of the executive team that has worked and continues to work very closely with Sasaki to develop the planning framework. In addition, in Spring 2015, two Syracuse Architecture Visiting Critics – Scott Bishop from Stoss Landscape Urbanism in Boston and Gina Wirth from Scape Landscape Architects in New York City – lead studios focused on the campus and on issues targeted by the master plan. The School of Architecture—its faculty, students and administrators—will continue to play an important role as the master plan is launched this next year and as the first projects identified by the plan for development are launched this next and in subsequent years.

The Syracuse University Strategic Plan will be completed and presented to the Board of Trustees in November 2015. All schools and colleges have been advised to wait until the University Strategic Plan is adopted before developing unit-based, long-term plans. Though not yet adopted, six thematic aspirations of the University Strategic Plan have been released in draft form and when accepted, these themes will guide not only university but also subsequent school and college long term plans. The first of these themes is to encourage global study and experiential learning. Syracuse Architecture has long been a leader in both these areas and will continue to expand and augment its programming in three residential locations—New York, London, Florence—as well as in new locations in Asia, especially in China, Taiwan and Korea. Almost 90% of our students study abroad. Syracuse Architecture will also continue to offer short-term programs that travel to Africa, South America, Europe and North America. The second of these themes is to balance professional studies with an intensive liberal arts education. Syracuse Architecture's professional degree programs are balanced and offer quality humanistic study as well as professional studies (as documented in this report). Minors also enable our students to expand their studies in areas such as art history, engineering, business and languages. The third theme is to foster a richly diverse and inclusive community. Syracuse Architecture has a diverse faculty and student body some 35% of which is international. The Syracuse Architecture Lecture series and school events and activities, Visiting Critic Studios, and travel programs, expose our students, faculty and staff to a global array of cultures and design cultures. The fourth theme is to promote a culture of innovation and discovery. In the last two years Syracuse Architecture has begun to develop new research and project development areas focused on innovation, research and design knowledge production. New faculty have been hired in areas such as high performance building and low carbon city planning, energy modeling and sustainability. These faculty constitute new areas of research and design expertise and are developing collaborations with the Syracuse University Center of Excellence and the Shenzhen Institute of Design Research (which focuses on energy related building performance). These collaborations are already resulting in new research and design projects for faculty and students. Indeed, these collaborative efforts have become powerful platforms for the creation of new architecture and design products and knowledge. The fifth theme is to support faculty, staff and student collaboration in creative activity and research that addresses emerging opportunities and societal needs. In addition to the work in this area identified in theme four, Syracuse Architecture has focused and will continue to focus the Rubin Global Design travel studio on global adaptive use projects. To date, these have included projects in Taipei, Taiwan; Copenhagen, Denmark; Baku, Azerbaijan and Rosario, Argentina. Proposed studios in future studios include projects in Yokohama, Japan and Singapore. In addition, this past summer Syracuse Architecture launched in our New York Fisher Center Studio program a long term research and design project, The Gentrification Lab, which focuses on the processes of gentrification, paying special attention the Mayor De Blasio's new housing proposals for New York City. Fall 2015 studios will focus on several East New York public housing project initiatives. Finally, the sixth theme is to maintain pride in our location and history. This has for many years been a priority of Syracuse Architecture and has taken the form of numerous projects developed in conjunction with the city of Syracuse. These will, of course, continue and will be developed as opportunities arise.

I.1.6 Assessment

A. Program Self-Assessment

The School of Architecture's program self-assessment process is multivalent. In addition to the School's mission, the faculty have developed an explicit mission statement in their bylaws which reads:

“...to maintain a curriculum which meets national accreditation standards; to foster an academic culture aimed at student learning and development which is creative, scholarly, professionally

oriented, and civic-minded; and to support both the scholarly and creative work and the professional academic development of its membership.” (Faculty Bylaws, Article II)

The Syracuse University Assessment Council mandates that all schools and colleges participate in an on-going assessment of student learning. The Office of Institutional Research and Assessment (OIRA) provides support to faculty and staff in the on-going effort. The University Assessment Council annual report on “Current and Proposed Assessment Activities” holds assessment as a central element to the improvement of student learning.

With regard to our broader mission, the program’s self-assessment process relies on the following:

- Annual tenured faculty reviews by the dean to recognize faculty performance and progress in teaching, research and professional activities
- Annual tenure-track faculty reviews by the associate dean to recognize strengths and weaknesses in faculty performance based on teaching and service load, student course evaluations, and especially progress in research and professional activities
- An annual administratively scheduled and chaired faculty/staff retreat to discuss new short and long term trajectories for the school
- Semi-annual meetings of the Syracuse Architecture Advisory Board
- Weekly administrative meetings and semi-monthly staff meetings to discuss/review progress on current issues/initiatives and to discuss/strategize future issues and initiatives
- No less than eight administratively scheduled and chaired faculty meetings per semester, where administrators and faculty committees report, debate and vote on ongoing program developments
- Participation by five faculty elected to the University Senate, helping involve the school more directly in governance issues through the Senate’s seventeen standing committees.
- Regular meetings of the Bylaws Committee which works to insure faculty governance
- Participation by an elected faculty as the School’s Association of Collegiate Schools of Architecture (ACSA) representative, who attends the national conference, and who brings ACSA news, conferences, competitions and annual election information to the faculty’s attention
- Regular student organization meetings among American Institute of Architecture Students (AIAS), the Architecture Student Organization (ASO), Freedom by Design, the Graduate Student Organization (GSA), and the Society of Multicultural Architects and Designers (SMAD), regarding schoolwide events such as design charrettes, guest speaker symposia, cultural events, and community engagement projects.
- Regular informal interactions among students, staff and faculty at academic and social events, particularly related to exhibitions, lectures and symposia
- The administratively promoted and faculty supported development of many student letters of recommendation for various research, fellowship, grant, award, internship, scholarship programs.
- Intermittent meetings between student leaders and administration and staff
- An annual Alumni Salary Survey conducted by career services
- Annual rankings listed in national design publications

With regard to the School’s curricular mission, the program’s self-assessment process relies on the following:

- Regular meetings of the faculty Curriculum Committee, which includes program chairs and student representatives. Specifically, the committee is charged to oversee the curriculum and research and report on changes to its development.
- Annual review and update of University syllabi requirements referencing the latest developments in student support services regarding religious observation days, disability service accommodations, and academic integrity requirements
- Semesterly University sponsored course evaluations, managed autonomously via-email by the Office of Institutional Research and Assessment (OIRA), which include follow-up summary

reports to administrators and individual faculty. Since 2011, these email managed and centrally administered evaluations have caused a significant drop in student participation.

- Weekly 5th-year thesis prep and thesis advisory meetings and an annual “superjury” review of the best thesis projects (typically 15%-20%) by outside critics
- Semesterly student advisement consultations with staff (formerly with faculty) to help students plan their specific curricular trajectory
- Regular studio coordination meetings for all core studios to develop design problem criteria and evaluation standards

The School focuses on maintaining standards of excellence that reflect our long-standing reputation for graduating capable and professionally-oriented students, ever mindful of emerging developments in academia, practice, and the world, standards of design research and scholarly and creative work, international student enrollment, masters degree trends, building integration technology trends, pedagogy trends, student learning beyond short-term technology skills, student debt acquisition, collaborative and international practices, sustainability and climate change requiring our engagement and leadership in our students’ interests.

With regard to these objectives, the program’s self-assessment process relies on the following:

- National Architectural Accrediting Board (NAAB) accreditation review preparations remain among the most comprehensive self-assessment tools available to academic institutions
- Supporting faculty conference participation, either as presenters or attendees, to stay abreast of developments at sister institutions and maintain exposure to the latest scholarship
- Regular meetings of the faculty Reappointment, Promotions, and Tenure Committee, in partial consultation with students, which reviews and recommends on cases involving significant peer and schoolwide candidate review, and continually increases candidate achievement standards
- Regular meetings of the Faculty Search Committee, in partial consultation with students, which evaluate candidates in the context of long range scholarly and instructional trends and needs, while meeting University ambitions for the development of a more diverse faculty

The program self-assessment activities are used to inform long-range planning, curriculum development, learning culture, and responses to challenges to the institution. Examples include:

The Curriculum Committee, in evaluating the effectiveness of content delivery in the graduate curriculum, has reorganized the sequence of courses. Comprehensive Studio, originally the fourth studio in a sequence of six (ARC 607), was moved to the final studio slot (ARC 609). The committee felt that this shift was necessary to enhance student learning. Placed at the end of the curriculum, integrative design is now a perfect venue for students to synthesize material learned throughout the program.

As part of the annual review of junior tenure-track faculty, the associate dean reviews all of the OIRA University sponsored course evaluations, discussing with each professor the successes and challenges of their course structures, content, teaching style, learning culture of their classrooms and assessment tools. Faculty willingly modify their course syllabi to address this information.

B. Curricular Assessment and Development:

Parties involved in Curricular Assessment:

Syracuse University	Architecture Admin	Architecture Faculty	Architecture Students
- SU Senate course approval	- Assoc Dean develops away program req’s	- Curriculum Cmte reports to full faculty	- Course evaluations
- OIRA Course evals; note: electronic evals	- Undergrad & Grad chairs organize curric	- History faculty	- RPT subcmte - Search subcmte

have harmed participation rates	- Faculty reviews summarize OIRA evals	coordinate courses	- Curriculum subcmte
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Since our last accreditation, changes to the B.Arch program resulting from various administrative, faculty, and student assessments of the School's curriculum and learning context include the following:

- In the interest of assessing the B.Arch. curriculum, the Curriculum Committee has been charged to develop semesterly reports on the past, present, and future performance of the curriculum in direct correspondence with student input
- As a result of the faculty's desire to deepen the experience and the outputs of the Integrated Design Studio (IDS - formerly Comprehensive Design), the Curriculum Committee proposed the relocation of the IDS from the 3rd year (ARC 308) to the fourth year (ARC 409) by which time the students have completed the entire building technology and structures sequence.
- As a result of student interest and the recommendation of the Technology Committee, the School created a new digital projection environment in Room 402
- As a result of a faculty proposal and alumni support, the School established a new digital studio environment, Einhorn 21st Century Studio, as a test bed for the development of all future studios.
- In the interest of developing a richer capstone experience, and based on a Curriculum Committee proposal, the faculty are moving ahead with converting faculty advised thesis work into a range of more directed research experience coursework

In response to student and faculty interest in design-build projects the School continues to support a Freedom by Design chapter of the AIAS.

In the context of extensive student and faculty interest for studio-abroad options, the School has set up a travel studio called "The Rubin Global Design Studio". For the past five years this design studio engages students in internationally based, advanced-level projects, with expenses-paid travel to project locales in Europe, Latin America, and Asia.

Responding to concerns regarding student work habits and health, faculty members are endeavoring to increase student self-awareness in matters of work hours, efficiency, stress management, and overall life-balance in relation to academics.

Since our last accreditation, changes to the M.Arch program resulting from various administrative, faculty, and student assessments of the School's curriculum and learning context include the following:

- In the interest of assessing the M.Arch curriculum, the Curriculum Committee has been charged to develop reports on the performance of the curriculum in direct correspondence with student input.
- Given recent changes to national accreditation requirements, the nomenclature of the former M.Arch.II degree has been changed to Master of Science in Architecture, effective for the fall 2014 semester.
- In the interest of expanding the advanced master's degree offerings at the School, the administration has proposed the implementation of a revised M.Arch curriculum which will be launched in fall 2015.
- As a result of both student and faculty interest, the graduate program chair began hosting a series of semester-long themed graduate seminars and public colloquia in fall 2013

Section 2. Progress since the Previous Visit

Progress since the Previous Visit

Last Accreditation Visit: 10-14 April 2010

I.4 Summary of Team Findings_Conditions Not Met

(from the VTR, 14 April 2010)

2. Program Self-Assessment: The team found instances of anecdotal evaluation but the programs do not have a formalized plan or procedure for self-assessment. Significantly, the APR mentions numerous activities that were not sufficient to provide insight into the program's focus and pedagogy. Confusion about the differences between individual, course, and program assessment is evident in the APR and was similarly evident during the visit.

Response: The School provides for individual, course, and program assessment in the following manner:

Individual Assessment

Formal assessment of the dean by the University occurs every five years. The process is conducted by a committee composed of faculty and staff appointed by the faculty of the School of Architecture and the vice chancellor and provost. Formal assessment of the tenured faculty occurs through a process of annual review by the dean. Formal assessment of the tenure-track faculty occurs through a process of annual review by the associate dean. The evaluation form is signed by the faculty member, the associate dean, and the dean. A copy of the results of this assessment is sent to the faculty member, the dean, and the Office of Academic Affairs. Furthermore, each tenure-track faculty member is reviewed by the Reappointment, Promotion, and Tenure Committee (RPT) twice during the tenure process.

Course Assessment

All students are required to complete on-line course evaluations each semester. These are tabulated by the SU Office of Institutional Review and Assessment (OIRA) and returned to the individual instructor, the associate dean, and the dean. Where issues are apparent, the instructor meets with the associate dean or dean to discuss resolution.

Program Assessment

Regular program assessment occurs in three separate venues. The Curriculum Committee is charged with ongoing assessments of the curriculum and with proposing ways in which it should be modified and improved. Program assessment also occurs through the Executive Academic Committee composed of the dean, the associate dean, and the program chairs. This committee meets on a regular basis to evaluate and discuss strategic planning issues related to the development of existing programs and plans for the creation of new programs. The third venue is the annual faculty and staff retreat (each September) in which a major agenda item is program assessment as well as discussion of issues and planning initiatives.

The School also works with OIRA to review our procedures for individual, course, and program assessment with a view to improving how we do this. This is an ongoing initiative.

13.9 Non Western Traditions: The team found evidence in ARC 133 and 134 for the B. Arch. students. The team did not find evidence in required coursework for the M. Arch. students.

Response: The content of ARC 639 *Architectural History Principles* was modified to address this issue. In addition, the required text was changed to World Architecture: A Cross-Cultural History by Richard Ingersoll and Spiro Kostof, Oxford University Press, 2013.

13.13 Human Diversity: The team found evidence in ARC 133 and 134 for the B. Arch. Students. There was no evidence in required coursework for the M. Arch. students.

Response: The content of ARC 639 *Architectural History Principles* course was modified to address this issue. In addition, the required text was changed to World Architecture: A Cross-Cultural History by Richard Ingersoll and Spiro Kostof, Oxford University Press, 2013.

13.26 Technical Documentation: While the team found evidence in ARC 308 & ARC 607 of technically precise drawings, it found no evidence of the ability to write outline specifications.

Response: We are in the third year of implementation of the new studio sequence that includes ARC 409 *Integrated Design Studio* (formerly ARC 308 *Comprehensive Design Studio*) and will include a specification writing module in the next iteration. This will occur in the ARC 607 graduate studio as well during the spring 2016 semester. This coming year, the faculty will also review potential alignment of integrated studio with professional practice courses in the undergraduate program so that “outline specifications” can toggle between courses.

I.4 Summary of Team Findings_Causes of Concern (from the VTR, 14 April 2010)

A. Academic and Professional Standards: The junior faculty reports that expectations for scholarship are not clear. The team could not find documentation for the criteria for achieving promotions, retentions, and tenure as well as leaves and salary increases. The criteria are not clear to the faculty.

As it concerns reappointment, promotion, and tenure:

The criteria for reappointment, promotion, and tenure can be found in two readily available sources. The University Faculty Manual available at:

<http://provost.syr.edu/faculty-support/faculty-manual/>

and under the sub-heading 2.34 Areas of Expected Faculty Achievement: Teaching, Research, and Service available at:

<http://provost.syr.edu/faculty-support/faculty-manual/2-34-areas-of-expected-faculty-achievement-teaching-research-and-service/>

The other source is the “School of Architecture Guidelines for Reappointment, Promotion and Tenure” (revised June 19, 2014). See Section 4, Supplemental Material. The specific references are to Section IV/Materials for Review of Candidates and Section V/Criteria for Evaluation. Tenure-track faculty may consult with faculty mentors for guidance on procedures and criteria for reappointment and tenure review.

As it concerns leave requests:

Each October, the dean’s office issues a call for leave requests for the following academic year. For information about specific types of leave requests and eligibility, tenure-track and tenured faculty are referred to the University’s leave policies at:

<http://provost.syr.edu/faculty-support/leave-policies/>

In the last three years, the School has supported an increased number of research leaves. The associate dean’s office is currently in the process of working with the dean and the School’s executive team to establish a pre-tenure leave policy.

As it concerns salary increases:

The School of Architecture uses the Syracuse University Policy on “Wage and Salary Pay Rates” for the process of and criteria for faculty salaries and salary increases. This policy is available at:

http://supolicies.syr.edu/emp_ben/pay_rates.htm

The dean bases merit increases on performance in teaching, research, and service.

B. Non-Western Traditions: The team is concerned that while non-western traditions are covered in a variety of elective and travel opportunities for M. Arch. students, the team could not find evidence that the criterion is addressed in required courses.

Response: Refer to 13.9 above

Changes in the program since the last NAAB visit:

In 2010, the faculty voted to alter the design studio sequence of the B.Arch curriculum (class of 2016, matriculating in fall 2011) to better situate Comprehensive/Integrated Studio in relation to the technology and studio sequence. Moving this studio from the 6th semester (ARC 308) to the 8th semester (ARC 409) of the design sequence ensures that students will have completed their required structures and building technology courses, including ARC 423 *Advanced Building Systems*, before entering the Integrated Studio. As a collateral effect, the study abroad program options are shifted from the 7th and 8th semesters to the 6th and 7th semesters of the undergraduate program. A benefit of this change is that all of the undergraduate students are on campus in the semester prior to thesis so that the faculty has the opportunity to meet with the students to discuss preparation for their final year. In 2011, the faculty voted to shift the Architectural History survey sequence within the B.Arch program (ARC 133, ARC 134) from fall and spring of first year, to spring of first year and fall of second year. This change reduces the first semester undergraduate credit load (18 to 15) to facilitate students' entry into the program. In 2015, the faculty voted to replace the current thesis model (ARC 505 *Thesis Prep*, ARC 508 *Thesis*) with a multiple venue research studio working directly with faculty members on their research.

With regard to our global environmental offerings, the curriculum has placed increased emphasis on the environmental/ecological issues pertaining to buildings, cities, and landscapes within the required technology offerings, in studio and in elective offerings (examples: ARC 500.10 *Design, Landscape and Global Change*, ARC 500.2 *Ecology of Cities*, ARC 500.Z9 *Sustainable Urbanism in Europe*, and ARC 500.Z8 *Sustainable Housing in London: Past, Present, Future*).

Digital software and digital fabrication are introduced in the first two years of the program through stand-alone courses (ARC 182 *Representation II*) and in studio. Upper level students act as digital teaching assistants for 2nd- year students conducting workshops and tutorials. Professional electives allow students to advance their digital and digital fabrication skills (ARC 500.3 *BIM & 3D Design Using Revit*, ARC 572 *Advanced Computer Applications*, ARC 500.4 *Crafting the Digital*). Fabrication labs within the School and on campus continue to expand.

Internships opportunities continue to expand through the Office of Career Services and, as of fall 2015, a NYC Academic Internship Experience elective is being offered.

In order to prepare our students for work within a global economy and culture, the School continues to increase its off-campus and travel programs, including semester, summer, and spring break options.

In the M.Arch program, a deficiency in global instruction in the graduate history sequence has been addressed by reworking the content of the required history class, ARC 639, to incorporate diverse coverage. Syracuse Architecture faculty approved a new M.Arch curriculum on March 25, 2015. The curriculum was shortened from three and a half to three years without reducing the number of credit hours (110) to make study at Syracuse more appealing to prospective graduate students. A required summer program at the University's Fisher Center in New York City or abroad made this change possible. The number of credits for each technology and structures course was reduced from four to three to align

with all other non-design courses. ARC 505 *Thesis Preparation* was eliminated. Its credits, along with those removed from the technology and structures offerings, were distributed throughout the curriculum as a series of five one-credit courses (ARC 650-1 to ARC 650-5 *Architectural Research*) to help students become proficient in research well in advance of their thesis semester. In addition to the existing ARC 639 *Architectural History Principle*, a second required history class, ARC 631 *Studies in Architectural Histories* was created. It replaces one of the three history electives required currently. This change will give students a better foundation in history as it allows for additional global coverage. The required history course sequence also mirrors the existing theory requirements, ARC 641 *Introduction to Architectural Discourse* and ARC 642 *Theory and Design Research*. Graduate thesis study (ARC 998) was moved to the spring semester, now coinciding with undergraduate thesis study, to consolidate the thesis semester as a school-wide capstone experience. To accommodate the diverse needs and interests of students and to enhance the alignment of student and faculty research, the faculty voted in fall 2014 to rethink the thesis project and process, a long-standing capstone experience of architecture students,

Administratively, Dean Mark Robbins resigned his appointment at the School effective July 1, 2012. Professor Randall Korman served as the interim dean while the University conducted an international search. Michael Speaks, former dean at the University of Kentucky, College of Design, was selected to be the new dean and began his tenure on July 1, 2013. Jonathan Solomon was hired as Associate Dean following an international search. In 2014, Solomon resigned from the faculty to take a position at another institution. Professor Julia Czerniak was selected to be the new associate dean. She began her tenure on July 1, 2014.

In May 2012, the faculty adopted a new set of bylaws (see Section 4, Supplemental Material) that define the procedures by which the faculty conduct the academic business of the School including matters of individual and program assessment.

In December of 2013, the New York City Program moved its facilities from 171 Madison Avenue to the newly established SU Fisher Center at 136 Madison Avenue, effectively doubling the amount of space and increasing the program's capacity from 15 to 30 students.

Section 3. Compliance with Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Faculty Resumes

All Faculty Resumes in the required format are included in Section 4_Supplemental Material

Faculty Course Matrix

Faculty Matrix		Summary of expertise, research or experience	Course Number	Course Number	Course Number
Faculty Member	Course Number				
Abbey	Bruce	M. Arch. Princeton, research on design education, problem solving and spatial manipulation. Numerous competitions and exhibitions.	ARC 207		
Anklesaria	Sarosh	M. Arch. Cornell. Extensive professional practice in Switzerland, US and India including SOM, Herzog & DeMeuron. Research on informal settlements in the global south.	ARC 107	ARC 505	
Bartlett	Ted	B.S. Cornell, Preservation Planner, historic property assessment, historic integrity evaluations, regulatory review and compliance. Chairs local preservation groups	ARC 566		
Bartosh	Amber	M. Arch. SCI-Arc; research on biomimicry, Digital/Analog, Fabrication, Façade; international design and project management work, LEED accredited.	ARC 207		
Bédard	Jean-François	Ph. D. Columbia University; socio-politics of eighteenth-century French court society as manifested in architectural and material culture. Significant and extensive record of publication.	ARC 433/737	ARC 600 Spec Realism	
Bishop	Scott	Visiting Critic; ASLA, Principal at Stoss Landscape Urbanism, an award winning global landscape architecture firm.	ARC 407, ARC 408		
Bowne	Larry	M. Arch. Harvard, architectural design; building assemblies; construction and fabrication; material culture; community engagement; design/build.	ARC 207	ARC 222	
Brown	Lori	M. Arch. Princeton; Architectural Design; politics of spacial production, intersections between art and architecture. Extensively published and exhibited in multiple venues including books, articles and exhibitions.	ARC 207	ARC 500 Domestic Empires	
Brown	Theodore L.	M. Arch. Princeton University; Architectural Design and Theory. Partner in Munly Brown Studio, recent projects in Syracuse. Funded research in high performance design and materials research.	ARC 408	ARC 571	
Co	Angela	M. Arch. Columbia University. Researches speculative architectural artifacts and space, bodies and perception. Funders include MacDowell, American Academy in Rome; professional practice in NYC.	ARC 407, 408, 609	ARC 500 Survey NY Arch	
Coleman	Bruce	B. Arch. Cornell University; Architectural Design; building systems and technology. Extensive professional practice.	ARC 307	ARC 423	

Czerniak	Julia	M. Arch. Princeton; MLA Penn State. Architect and Landscape Architect; through practice and as Director of Upstate, research focuses on the intersection of Landscape, design, real estate. Extensive practice as LA.	ARC 604	
Davis	Larry	M. Arch. Columbia. Research focus on Building Design, Urban Design, Exurbia, Suburbia. Extensive experience in building, interior, urban design, research.	ARC 307	ARC 576
Englot	Anne	M. Arch. and Ph.D. Syracuse. Research on pedagogy and first year curriculum.	ARC 107	
French	Alexandra	M. Arch. Princeton. Teaching and design research supported by Imagining America, Say Yes to Education, the Urban Video Project, and many cultural organizations in Syracuse. Principal in French 2 Design Boston.	ARC 606	ARC 500 Tell me a story
Godlewski	Joseph	M.S. Architecture, Ph.D., UC Berkeley. Research in urban theory, cultural geography, architectural design and proto-zoning.	ARC 107	
Goode	Terrance	M. Arch. Princeton; registered architect with extensive professional experience, research in children's learning environments, and contemporary architectural theory and practice.	ARC 307	ARC 505
Hättasch	Martin	M. Arch. Princeton, Diploma Engr TU Braunschweig. Registered architect working in Paris, NY, Berlin, Netherlands. Research focus on the possibility of architectural form to shape collective space.	ARC 604	ARC 141
Henderson	Susan	Ph.D. Arch History Columbia; M. Arch. MIT; research specialties in 20th century modern architecture; Islamic architecture; Asian architecture. Publications on Ernst May and the New Frankfurt Initiative, upcoming Fulbright grant.	ARC 435/735	ARC 431/731
Hubeli	Roger	Educated ETH Zurich. Research focus on the tectonic and its potential to mediate between architecture, systems and ecologies. Co-principal of APTUM	ARC 107	
Kallipoliti	Lydia	Ph.D. Architect and Engineer, extensive teaching experience at Cooper Union, Syracuse, Columbia, research in material reuse, feedback systems, history of technology, media theory.	ARC 307	
Kamell	Elizabeth	M. Arch. MIT, registered architect, practice in NY, Boston, Florence, IT. Research in urban design, urban housing design and politics. Director of Community Design Center 2000-07.	ARC 307	ARC 575
Krietemeyer	Bess	Ph.D. RPI, Architectural Sciences. Research on dynamic building envelopes, energy performance, interactive systems, sustainable environments. Peer reviewed journal articles and book chapters, numerous awards.	ARC 606	

Larsen	Julie	M. Arch. Columbia. Partner in APTUM, small-scale built work and competitions. Research focus on infrastructure, landscape, ecology, fabrication.	ARC 207	ARC 681
Liberatore	Lawrence	AIA, LEED-AP, Beardslay Design Associates. Focus on materials research, structures, mechanical and electrical systems.	ARC 621	
Linder	Mark	Ph.D. Princeton. Extensive writing, lecturing, and research examining design theory and history in a transdisciplinary framework focused on modern architecture.	ARC 641	
Lonsway	Brian	M. Arch. Architectural theorist studying built environments, information systems, experience design, transdisciplinarity and the intersection of disciplinary and professional identities with alternative models of design practice.	ARC 606	ARC 572
Louie	Jonathan	M. Arch. UCLA. Professional work for REX, MVRDV, FR-EE. Research focus on graphic design, platforms, representation, and the intersection between design and architecture.	ARC 107	
Lowder	James	M. Arch. Princeton. Designer in offices internationally, including Coop Himmelb(l)au, Studio Daniel Libeskind and Reiser + Umemoto. Numerous projects in the United States and South America	ARC: 500 Theorizing Flatness	
Ludwig	Ryan	M. Arch. Harvard. Current research investigates architecture's potential to participate in the development of biological 'form' through the induction of physiological effects capable of promoting adaptability evolutionary change.	ARC 207	
Mac Namara	Sinéad	Ph.D. Structural Engineering Princeton. Research focus on innovation and creativity in engineering education, structural performance of shell structures. Recognized for excellence in teaching.	ARC 311/612	
Massey	Jonathan	PhD Princeton History and Theory, M.Arch. UCLA. Meredith award for excellence in teaching. Interests include ornament and organicism as well as risk management and sustainable design.	ARC 134	ARC 535
Miller	Kyle	M.Arch. UCLA. Co-founder of Possible Mediums. Investigates the application of advanced digital design and fabrication technology within avant-garde production of Architecture. Extensive professional practice.	ARC 307	ARC 563
Munly	Anne	M. Arch. Princeton. Meredith Professor for Excellence in Teaching. Interdisciplinary focus, study and teaching on the American City, Japanese and American modern house form. Rome Prize winner.	ARC 407/408	ARC 571
Narburgh	Kirk	M. Arch. Syracuse. Partner, King & King Architects. Extensive regional professional practice and leadership in professional organizations.	ARC 585	

Peiken	Michael	M. Arch. UC London. Practiced in renowned offices in Germany, Italy, UK and USA including Norman Foster Studio. Extensive projects ranging from product and furniture design to large scale architectural structures.	ARC 407/606		
Petrie	Rob	M. Arch. Cornell. Professional practice in Syracuse, Washington DC, Florence, Italy. Research interests include drawing and representation.	ARC 107	ARC 181	
Rappoport	Nina	Architectural critic, curator, and educator. Director of publications at Yale School of Architecture. Editor of Constructs, exhibition catalogs and the school's book series. She is the director of the project/think tank the Vertical Urban Factory	ARC 500: Industrial Urbanisms		
Rosa	Richard	M. Arch. Harvard. Rome Prize winner. Research focus on Koolhaas, as well as evolution and mutation of domestic typology models.	ARC 408	ARC 571	
Sho	Yutaka	M. Arch. Harvard. Research on the role of architecture in activism and development, in both global south and north. International teaching and practice, founder of not for profit which works with communities on low cost homes, community resources.	ARC 207	ARC 500: Nongovernmentality	
Sichta	Edward	MFA Painting, Syracuse. Extensive regional and national drawing exhibitions. Over 40 years of experience teaching drawing and design.	ARC 194	ARC 564	
Smart	Alan	M. Arch. Princeton. Member of design Collective Other Forms. Researches how the political intersects with architecture, design and urbanism. Collaborations with Diller Scofidio + Renfro, Lewis Tsurumaki Lewis.	ARC 307		
Solomon	Jonathan	M. Arch. Princeton. Cities Without Ground, reviewed by Wall Street Journal, The Guardian and Der Spiegel. Editor of art and design journal Forty-Five, curator of the US Pavilion at the 2010 Venice Architecture Biennale; RA Illinois	ARC 505		
Stenson	Timothy	M. Arch. U. Virginia Design research focuses on lower cost lower energy houses. Funded projects and current research focuses on architectural and engineering processes to integrate lower energy systems.	ARC 207		
Svetz	Robert	M. Arch. Yale. Research focus on theorizing building codes and systems; Louis Kahn, Rem Koolhaas/OMA, and Slavoj Žižek.	ARC 307	ARC 332	
Spring 2014		Summary of expertise, research or experience			
Faculty Member		Course Number Course Number Course Number			

Abbey	Bruce	M. Arch. Princeton, research on design education, problem solving and spatial manipulation. Numerous competitions and exhibitions.	ARC 409	ARC 551
Anklesaria	Sarosh	M. Arch. Cornell. Extensive professional practice in Switzerland, US and India including SOM, Herzog & DeMeuron. Research on informal settlements in the global south.	ARC 508	ARC 998
Bartosh	Amber	M. Arch. SCI-Arc; research on biomimicry, Digital/Analog, Fabrication, Façade; international design and project management work, LEED accredited.	ARC 208	ARC 682
Bédard	Jean-François	Ph. D. Columbia University; socio-politics of eighteenth-century French court society as manifested in architectural and material culture. Significant and extensive record of publication.	ARC 639	ARC 600- Spec Real II
Bertet	Mauricio	M. Arch. Harvard. Visiting Professor of Practice; extensive professional practice Bertet Architecture Office, Madrid, focus on public housing, health care, educational.	ARC 409	ARC 500 Contemp Arc sites
Bouchard	Nikole	M. Arch. Princeton. Research focuses on the intersection between architecture, landscape, and infrastructure re: ecologically and culturally relevant design interventions. Practice with Steven Holl, SOM, and InfraNet Lab/Lateral Office.	ARC 108	ARC 500: Critical(En)visions
Bowne	Larry	M. Arch. Harvard, architectural design; building assemblies; construction and fabrication; material culture; community engagement; design/build.	ARC 409	
Brown	Lori	M. Arch. Princeton; Architectural Design; politics of spacial production, intersections between art and architecture. Extensively published and exhibited in multiple venues including books, articles and exhibitions.	ARC 605	
Brown	Theodore L.	M. Arch. Princeton University; Architectural Design and Theory. Partner in Munly Brown Studio, recent projects in Syracuse. Funded research in high performance design and materials research.	ARC 407	ARC 571
Co	Angela	M. Arch. Columbia University. Researches speculative architectural artifacts and space, bodies and perception. Funders include MacDowell, American Academy in Rome; professional practice in NYC.	ARC 407	
Coleman	Bruce	B. Arch. Cornell University; Architectural Design; building systems and technology. Extensive professional practice.	ARC 409	
Cooke	Sekou	M. Arch. Harvard. Research focus on fabrication, practice, design/build, furniture, community, benefits of full-scale prototyping. Practice in CA and NY.	ARC 108	ARC 500 Furniture Design

Czerniak	Julia	M. Arch. Princeton; MLA Penn State. Architect and Landscape Architect; through practice and as Director of Upstate, research focuses on the intersection of Landscape, design, real estate. Extensive practice as LA.	ARC 208	ARC 500 Desn Lndscp, Global
Davis	Larry	M. Arch. Columbia. Research focus on Building Design, Urban Design, Exurbia, Suburbia. Extensive experience in building, interior, urban design, research.	ARC 607	
French	Alexandra	M. Arch. Princeton. teaching and design research supported by Imagining America, Say Yes to Education, the Urban Video Project, and many cultural organizations in Syracuse. Principal in French 2Design Boston.	ARC 409	
Godlewski	Joseph	M.S. Architecture, Ph.D., UC Berkeley. Research in urban theory, cultural geography, architectural design and proto-zoning.	ARC 108	ARC 242
Goode	Terrance	M. Arch. Princeton; registered architect with extensive professional experience, research in children's learning environments, and contemporary architectural theory and practice.	ARC 508	ARC 423/623
Hättasch	Martin	M. Arch. Princeton, Diploma Engr TU Braunschweig. Registered architect working in Paris, NY, Berlin, Netherlands. Research focus on the possibility of architectural form to shape collective space.	ARC 607	
Henderson	Susan	Ph.D. Arch History Columbia; M. Arch. MIT; research specialties in 20th century modern architecture; Islamic architecture; Asian architecture. Publications on Ernst May and the New Frankfurt Initiative, upcoming Fulbright grant.	ARC 436/736	
Hubeli	Roger	Educated ETH Zurich. Research focus on the tectonic and its potential to mediate between architecture, systems and ecologies. Co-principal of APTUM	ARC 211/611	
Hunt	Gloria	Ph. D. Art History, UNC Chapel Hill. Specialization in Ancient Greek art and architecture	ARC 133	
Kallipoliti	Lydia	Ph.D. Architect and Engineer, extensive teaching experience at Cooper Union, Syracuse, Columbia, research in material reuse, feedback systems, history of technology, media theory.	ARC 409	ARC 642
Kisacky	Jean	M. Arch. Princeton, Ph.D. Cornell, Art History. Research focuses on architecture and health.	ARC 133	
Krietemeyer	Bess	Ph.D. RPI, Architectural Sciences. Research on dynamic building envelopes, energy performance, interactive systems, sustainable environments. Peer reviewed journal articles and book chapters, numerous awards.	ARC 208	ARC 622

Larsen	Julie	M. Arch. Columbia. Partner in APTUM, small-scale built work and competitions. Research focus on infrastructure, landscape, ecology, fabrication.	ARC 208		
Linder	Mark	Ph.D. Princeton. Extensive writing, lecturing, and research examining design theory and history in a transdisciplinary framework focused on modern architecture.	ARC 505	ARC 101	ARC 500: Images
Lonsway	Brian	M. Arch. Architectural theorist studying built environments, information systems, experience design, transdisciplinarity and the intersection of disciplinary and professional identities with alternative models of design practice.	ARC 409		
Louie	Jonathan	M. Arch. UCLA. Professional work for REX, MVRDV, FR-EE. Research focus on graphic design, platforms, representation, and the intersection between design and architecture.	ARC 208	ARC 182	
Ludwig	Ryan	M. Arch. Harvard. Current research investigates architecture's potential to participate in the development of biological 'form' through the induction of physiological effects capable of promoting adaptability evolutionary change.	ARC 108	ARC 500: Architecture or Evolution	
Mac Namara	Sinéad	Ph.D. Structural Engineering Princeton. Research focus on innovation and creativity in engineering education, structural performance of shell structures. Recognized for excellence in teaching.	ARC 500: Community Engaged Engineering		
Massey	Jonathan	PhD Princeton History and Theory, M. Arch. UCLA. Meredith award for excellence in teaching. Interests include ornament and organicism as well as risk management and sustainable design.	ARC 337/637	ARC 500	
McDonald	Arthur	M. Arch. Cornell. Extensive professional practice, registered architect. Research and teaching focuses on architectural and urban design, housing, theory of the modern movement.	ARC 607	ARC 500: Urban Housing	
Miller	Kyle	M. Arch. UCLA. Co-founder of Possible Mediums. Investigates the application of advanced digital design and fabrication technology within avant-garde production of Architecture. Extensive professional practice.	ARC 208		
Munly	Anne	M. Arch. Princeton. Meredith Professor for Excellence in Teaching. Interdisciplinary focus, study and teaching on the American City, Japanese and American modern house form. Rome Prize winner.	ARC 407/408/608/609	ARC 571	
Narburgh	Kirk	M. Arch. Syracuse. Partner, King & King Architects. Extensive regional professional practice and leadership in professional organizations.	ARC 585		

Pelken	Michael	M. Arch. UC London. Practiced in renowned offices in Germany, Italy, UK and USA including Norman Foster Studio. Extensive projects ranging from product and furniture design to large scale architectural structures.	ARC 408/607	
Pellicano	Emily	M. Arch. Syracuse. Research focus on modern architecture, sociology of space, rural policies and development. Professional practice with King & King Architects.	ARC 208	
Petrie	Rob	M. Arch. Cornell. Professional practice in Syracuse, Washington DC, Florence, Italy. Research interests include drawing and representation.	ARC 108	
Rosa	Richard	M. Arch. Harvard. Rome Prize winner. Research focus on Koolhaas, as well as evolution and mutation of domestic typology models.	ARC 407	ARC 571
Sho	Yutaka	M. Arch. Harvard. Research on the role of architecture in activism and development, in both global south and north. International teaching and practice, founder of not for profit which works with communities on low cost homes, community resources.	ARC 605	
Shumaker	Jeffrey	M. Arch. Syracuse. Chief Urban Designer in the Department of City Planning for the City of New York.	ARC 500: NY City Planning	
Sichta	Edward	MFA Painting, Syracuse. Extensive regional and national drawing exhibitions. Over 40 years of experience teaching drawing and design.	ARC 394	ARC 564 ARC 500: Systems and their Discontents
Smart	Alan	M. Arch. Princeton. Member of design Collective Other Forms. Researches how the political intersects with architecture, design and urbanism. Collaborations with Diller Scofidio + Renfro, Lewis Tsurumaki Lewis.	ARC 208	
Solomon	Jonathan	M. Arch. Princeton. Cities Without Ground, reviewed by Wall Street Journal, The Guardian and Der Spiegel. Editor of art and design journal Forty-Five, curator of the US Pavilion at the 2010 Venice Architecture Biennale; RA Illinois	ARC 407/408/609	
Stenson	Timothy	M. Arch. U. Virginia Design research focuses on lower cost lower energy houses. Funded projects and current research focuses on architectural and engineering processes to integrate lower energy systems.	ARC 108	
Svetz	Robert	M. Arch. Yale. Research focus on theorizing building codes and systems; Louis Kahn, Rem Koolhaas/OMA, and Slavoj Žižek.	ARC 121	
Wing	Eric	BIM Services Manager at C&S Companies, information modeling and consulting national expert. Authored of several books including Autodesk's official training guide for their BIM solution "Revit	ARC 500: BIM and 3D Design Revit	

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Faculty Member	Summary of expertise, research or experience	Course Number	Course Number	Course Number
Alam	M. Arch. SCIARC, International professional design work including UNSstudio, NMDA, Studio Fuksas; research on de-familiarization and principles of Gestalt.	ARC 207		
Amsler	M.S. Real Estate Development Columbia. VP Allegro Companies, expertise in raising equity, financial modeling for commercial developments, feasibility analysis	ARC 568		
Bartlett	B.S. Cornell, Preservation Planner, historic property assessment, historic integrity evaluations, regulatory review and compliance. Chairs local preservation groups	ARC 566		
Bartosh	M. Arch. SCI-Arc; research on biomimicry, Digital/Analog, Fabrication, Façade; international design and project management work, LEED accredited.	ARC 207		
Bedard	Ph. D. Columbia University; socio-politics of eighteenth-century French court society as manifested in architectural and material culture. Significant and significant record of publication.	ARC 600 Grad Res Sem	ARC 334/634	
Bowne	M. Arch. Harvard, architectural design; building assemblies; construction and fabrication; material culture; community engagement; design/build.	ARC 606		
Brown	M. Arch. Princeton; Architectural Design; politics of spacial production, intersections between art and architecture. Extensively published and exhibited in multiple venues including books, articles and exhibitions.	ARC 307	ARC 500 Politics Public Spc	
Brown	M. Arch. Princeton University; Architectural Design and Theory. Partner in Munly Brown Studio, recent projects in Syracuse. Funded research in high performance design and materials research.	ARC 207	ARC 181	
Chua	PhD. Cornell Arch History Urban Development; researches Asian architecture and urban culture, modern architecture, hip-hop culture. Collaborations with visual artists on murals, digital sculpture, video.	ARC 134	ARC 500: Architectur- alizing Asia	
Co	M. Arch. Columbia University. Researches speculative architectural artifacts and space, bodies and perception. Funders include MacDowell, American Academy in Rome; professional practice in NYC.	ARC 407, 609	ARC 500 Survey NY Arch	
Cooke	M. Arch. Harvard. Research focus on fabrication, practice, design/build, furniture, community, benefits of full-scale prototyping. Practice in CA and NY.	ARC 207		
Corso	M. Arch. UCLA. Research on material, atmosphere, folk, color, engagement; co-captain of design research collaborative SPORTS. Work in US and European studios including Studio Gang, JDS.	ARC 107	ARC 563	

Davis	Larry	M. Arch. Columbia. Research focus on Building Design, Urban Design, Exurbia, Suburbia. Extensive experience in building, interior, urban design, research.	ARC 307	ARC 576
Farnsworth	Ben	M. Arch. SCI ARC. B. Sc. Int'l history. Professional practice in London, Australia and LA, with exhibitions in London, NY, and Karlsruhe.	ARC 606	
Godlewski	Joseph	M.S. Architecture, Ph.D., UC Berkeley. Research in urban theory, cultural geography, architectural design and proto-zoning.	ARC 107	ARC 141
Goode	Terrance	M. Arch. Princeton; registered architect with extensive professional experience, research in children's learning environments, and contemporary architectural theory and practice. Educated ETH Zurich. Research focus on the tectonic and its potential to mediate between architecture, systems and ecologies. Co-principal of APTUM	ARC 423/623	ARC 307
Hubeli	Roger	M. Arch. UCLA. Professional employment at Talbot McLanahan, Doug Aitken, LADG. Teaching at UCLA and UIC as Garofalo Fellow. Research in material, folk, color, craft.	ARC 107	
Hunker	Molly	M. Arch. MIT, registered architect, practice in NY, Boston, Florence, IT. Research in urban design, urban housing design and politics. Director of Community Design Center 2000-07.	ARC 307	
Kamell	Elizabeth	Visiting Professor. M. Arch. U. Buffalo. Partner in Norman Kelley. 2014 Architectural League of NY prize for Young Architects and Designers.	ARC 407/408	
Kelley	Thomas	M. Arch. Harvard. Professional work with K. Frampton, P. Eisenman, M. Graves. Extensive teaching abroad, research interest in façade, building envelope, building skin.	ARC 207	ARC 578
Korman	Randall	Ph.D. RPI, Architectural Sciences. Research on dynamic building envelopes, energy performance, interactive systems, sustainable environments. Peer reviewed journal articles and book chapters, numerous awards.	ARC 307	
Krietemeyer	Bess	M. Arch. Columbia. Partner in APTUM, small-scale built work and competitions. Research focus on infrastructure, landscape, ecology, fabrication.	ARC 207	
Larsen	Julie	Visiting Professor. M. Arch. Columbia, RA NY, LEED accredited. Cofounder and principal at SLAB, with extensive work in the US and China.	ARC 407/ 408/608/ 609	
Leckner	Jill	AIA, LEED-AP, Beardsley Design Associates. Focus on materials research, structures, mechanical and electrical systems.	ARC 621	
Liberatore	Lawrence			

Linder	Mark	Ph.D. Princeton. Extensive writing, lecturing, and research examining design theory and history in a transdisciplinary framework focused on modern architecture.	ARC 641	ARC 505
Louie	Jonathan	M. Arch. UCLA. Professional work for REX, MVRDV, FR-EE. Research focus on graphic design, platforms, representation, and the intersection between design and architecture.	ARC 107	
Mac Namara	Sinéad	Ph.D. Structural Engineering Princeton. Research focus on innovation and creativity in engineering education, structural performance of shell structures. Recognized for excellence in teaching.	ARC 311/ 612	
McDonald	Arthur	M. Arch. Cornell. Extensive professional practice, registered architect. Research and teaching focuses on architectural and urban design, housing, theory of the modern movement.	ARC 307	ARC 562
Miller	Kyle	M. Arch. UCLA. Co-founder of Possible Mediums. Investigates the application of advanced digital design and fabrication technology within avant-garde production of Architecture. Extensive professional practice.	ARC 604	ARC 681 ARC 500: Dwelling and Modern Home
Munly	Anne	M. Arch. Princeton. Meredith Professor for Excellence in Teaching. Interdisciplinary focus, study and teaching on the American City, Japanese and American modern house form. Rome Prize winner.	ARC 604	
Narburgh	Kirk	M. Arch. Syracuse. Partner, King & King Architects. Extensive regional professional practice and leadership in professional organizations.	ARC 585	
Pellicano	Emily	M. Arch. Syracuse. Research focus on modern architecture, sociology of space, rural policies and development. Professional practice with King & King Architects.	ARC 107	
Rosa	Richard	M. Arch. Harvard. Rome Prize winner. Research focus on Koolhaas as well as evolution and mutation of domestic typology models.	ARC 407/ 408	ARC 571
Sanin	Francisco	Internationally noted urban designer with extensive research in history/theory of urban form. Practicing architect with work in several countries; awards in competitions and extensive int'l lectures, exhibitions, publications.	ARC 407/ 408/608/ 609	
Shanks	David	M. Arch. Harvard. Research focus on the intersection of high-performance and low-cost design, material technologies, building envelopes, fabrication. Professional practice with R Gluckman, REX, Preston Scott Cohen. Registered Architect.	ARC 107	
Sho	Yutaka	M. Arch. Harvard. Research on the role of architecture in activism and development, in both global south and north. International teaching and	ARC 207	

		practice, founder of not for profit which works with communities on low cost homes, community resources.			
Shumaker	Jeffrey	M. Arch. Syracuse. Chief Urban Designer in the Department of City Planning for the City of New York.	ARC 500: NY City Planning		
Sisko	Joseph	M. Arch. Syracuse. Urban architectural designer and strategic city planner; teaching and consulting for economical sustainable Design.	ARC 307		
Spina	Marcelo	Visiting Professor, co-founder of P-A-T-E-R-N-S, recognized for approach which fuses advanced computation with extended understanding of form, tectonics and materials. Awards from AIA LA, Arch League NY.	ARC 407/ 408/609		
Stenson	Timothy	M. Arch. U. Virginia Design research focuses on lower cost lower energy houses. Funded projects and current research focuses on architectural and engineering processes to integrate lower energy systems.	ARC 207		
Svetz	Robert	M. Arch. Yale. Research focus on theorizing building codes and systems; Louis Kahn, Rem Koolhaas/OMA, and Slavoj Žižek.	ARC 307	ARC 322	
Wang	Fei	M. Arch. McGill, Virginia Tech. Architect, educator critic, interested in issues on representation, tectonics, copy culture, and cross-culture in architecture and urbanism. Founder of FWStudio, an interdisciplinary studio in China and USA.	ARC 608,609,707	ARC 500: Copy Culture	
Wing	Eric	BIM Services Manager at C&S Companies, information modeling and consulting national expert. Authored of several books including Autodesk's official training guide for their BIM solution "Revit	ARC 500: BIM and 3D Design Revit		
Spring 2015					
Faculty Member		Summary of expertise, research or experience	Course Number	Course Number	Course Number
Abbey	Bruce	M. Arch. Princeton, research on design education, problem solving and spatial manipulation. Numerous competitions and exhibitions.	ARC 409	ARC 551	
Alam	Maya	M. Arch. SCIARC. International professional design work including UNStudio, NMDA, Studio Fuksas; research on de-familiarization and principles of Gestalt.	ARC 108		
Amsler	Shawn	M.S. Real Estate Development Columbia. VP Allegro Companies, expertise in raising equity, financial modeling for commercial developments, feasibility analysis	ARC 568		

Bartosh	Amber	M. Arch. SCI-Arc; research on biomimicry, Digital/Analog, Fabrication, Façade; international design and project management work, LEED accredited.	ARC 108	ARC 682
Bedard	Jean Francois	Ph. D. Columbia University; socio-politics of eighteenth-century French court society as manifested in architectural and material culture. Significant and varied record of publication.	ARC 639	ARC 600-Grad Res seminar
Bowme	Larry	M. Arch. Harvard, architectural design; building assemblies; construction and fabrication; material culture; community engagement; design/build.	ARC 409	
Brown	Lori	M. Arch. Princeton; Architectural Design; politics of spacial production, intersections between art and architecture. Extensively published and exhibited in multiple venues including books, articles and exhibitions.	ARC 605	
Brown	Theodore L.	M. Arch. Princeton University; Architectural Design and Theory. Partner in Munly Brown Studio, recent projects in Syracuse. Funded research in high performance design and materials research.	ARC 208	
Chua	Lawrence	PhD. Cornell Arch History Urban Development; researches Asian architecture and urban culture, modern architecture, hip-hop culture. Collaborations with visual artists on murals, digital sculpture, video.	ARC 500: Buddhist Architecture	ARC 500: Slums of Utopia
Co	Angela	M. Arch. Columbia University. Researches speculative architectural artifacts and space, bodies and perception. Funders include MacDowell, American Academy in Rome; professional practice in NYC.	ARC 407, 408, 708	ARC 500 Survey NY Arch
Cooke	Sekou	M. Arch. Harvard. Research focus on fabrication, practice, design/build, furniture, community, benefits of full-scale prototyping. Practice in CA and NY.	ARC 108	ARC 500 Furniture Design
Corso	Gregory	M. Arch. UCLA. Research on material, atmosphere, folk, color, engagement; co-captain of design research collaborative SPORTS. Work in US and European studios including Studio Gang, JDS.	ARC 108	
Czerniak	Julia	M. Arch. Princeton; MLA Penn State. Architect and Landscape Architect; through practice and as Director of Upstate, research focuses on the intersection of Landscape, design, real estate. Extensive practice as LA.	ARC 500: Dsgn Lndscp Global	
Davis	Larry	M. Arch. Columbia. Research focus on Building Design, Urban Design, Exurbia, Suburbia. Extensive experience in building, interior, urban design, research.	ARC 409	
Farnsworth	Ben	M. Arch. SCI ARC. B. Sc. Int'l history. Professional practice in London, Australia and LA, with exhibitions in London, NY, and Karlsruhe.	ARC 208	ARC 500 Other Tombs

Godlewski	Joseph	M.S. Architecture, Ph.D., UC Berkeley. Research in urban theory, cultural geography, architectural design and proto-zoning.	ARC 208	ARC 500: Arch Children's Lrn Envir.
Goode	Terrance	M. Arch. Princeton; registered architect with extensive professional experience, research in children's learning environments, and contemporary architectural theory and practice.	ARC 505	
Henderson	Susan	Ph.D. Arch History Columbia; M. Arch. MIT; research specialties in 20th century modern architecture; Islamic architecture; Asian architecture. Publications on Ernst May and the New Frankfurt Initiative, upcoming Fulbright grant.	ARC 431/731	ARC 133
Hogan	Katherine	Visiting Critic, B. Arch. Syracuse, Principal with Tonic Design/Construction, recognized with a Residential Architects Rising Star award.	ARC 407/609	
Hubeli	Roger	Educated ETH Zurich. Research focus on the tectonic and its potential to mediate between architecture, systems and ecologies. Co-principal of APTUM	ARC 409	ARC 211/611
Hunker	Molly	M. Arch. UCLA. Professional employment at Talbot McLanahan, Doug Aitken, LADG. Teaching at UCLA and UIC as Garofalo Fellow. Research in material, folk, color, craft.	ARC 208	ARC 500: the look of things
Inaba	Jeffrey	M. Arch. Harvard. Founder INABA, a NY based firm specializing in an analytical approach to form making. Awards include AIA/NY, Arch. League of NY. Founder of C-Lab at Columbia GSAPP. Features editor at Volume Magazine.	ARC 500: Purpose of Arch Resrch	
Kallipoliti	Lydia	Ph.D. Architect and Engineer, extensive teaching experience at Cooper Union, Syracuse, Columbia, research in material reuse, feedback systems, history of technology, media theory.	ARC 605	ARC 642
Kamell	Elizabeth	M. Arch. MIT, registered architect, practice in NY, Boston, Florence, IT. Research in urban design, urban housing design and politics. Director of Community Design Center 2000-07.	ARC 409	ARC 575
Korman	Randall	M. Arch. Harvard. Professional work with K. Frampton, P. Eisenman, M. Graves. Extensive teaching abroad, research interest in façade, building envelope, building skin.	ARC 409	
Krietemeyer	Bess	Ph.D. RPI, Architectural Sciences. Research on dynamic building envelopes, energy performance, interactive systems, sustainable environments. Peer reviewed journal articles and book chapters, numerous awards.	ARC 607	ARC 622

Larsen	Julie	M. Arch. Columbia. Partner in APTUM, small-scale built work and competitions. Research focus on infrastructure, landscape, ecology, fabrication.	ARC 208	ARC 500: Crafting the Digital
Linder	Mark	Ph.D. Princeton. Extensive writing, lecturing, and research examining design theory and history in a transdisciplinary framework focused on modern architecture.	ARC 242	ARC 500: Image Atlas
Louie	Jonathan	M. Arch. UCLA. Professional work for REX, MVRDV, FR-EE. Research focus on graphic design, platforms, representation, and the intersection between design and architecture.	ARC 208	ARC 182
Mac Namara	Sinéad	Ph.D. Structural Engineering Princeton. Research focus on innovation and creativity in engineering education, structural performance of shell structures. Recognized for excellence in teaching.	ARC 500: Advanced Structural Resolution	
McDonald	Arthur	M. Arch. Cornell. Extensive professional practice, registered architect. Research and teaching focuses on architectural and urban design, housing, theory of the modern movement.	ARC 607	
Miller	Kyle	M. Arch. UCLA. Co-founder of Possible Mediums. Investigates the application of advanced digital design and fabrication technology within avant-garde production of Architecture. Extensive professional practice.	ARC 108	
Munly	Anne	M. Arch. Princeton. Meredith Professor for Excellence in Teaching. Interdisciplinary focus, study and teaching on the American City, Japanese and American modern house form. Rome Prize winner.	ARC 409	
Narburgh	Kirk	M. Arch. Syracuse. Partner, King & King Architects. Extensive regional professional practice and leadership in professional organizations.	ARC 585	
Rosa	Richard	M. Arch. Harvard. Rome Prize winner. Research focus on Koolhaas, as well as evolution and mutation of domestic typology models.	ARC 407	ARC 571 ARC 300
Sanin	Francisco	Internationally noted urban designer with extensive research in history/theory of urban form. Practicing architect with work in several countries; awards in competitions and extensive int'l lectures, exhibitions, publications.	ARC 407/408	
Shanks	David	M. Arch. Harvard. Research focus on the intersection of high-performance and low-cost design, material technologies, building envelopes, fabrication. Professional practice with R Gluckman, REX, Preston Scott Cohen. Registered Architect.	ARC 208	ARC 500: Skin
Sho	Yutaka	M. Arch. Harvard. Research on the role of architecture in activism and development, in both global south and north. International teaching and	ARC 208	ARC 500: Nongovern- mentality

			practice, founder of not for profit which works with communities on low cost homes, community resources.			
Shumaker	Jeffrey	M. Arch. Syracuse. Chief Urban Designer in the Department of City Planning for the City of New York.	ARC 500: NY City Planning			
Stenson	Timothy	M. Arch. U. Virginia Design research focuses on lower cost lower energy houses. Funded projects and current research focuses on architectural and engineering processes to integrate lower energy systems.	ARC 108			
Svetz	Robert	M. Arch. Yale. Research focus on theorizing building codes and systems; Louis Kahn, Rem Koolhaas/OMA, and Slavoj Žižek.	ARC 121			
Wang	Fei	M. Arch. McGill, Virginia Tech. Architect, educator critic, interested in issues on representation, tectonics, copy culture, and cross-culture in architecture and urbanism. Founder of FWStudio, an interdisciplinary studio in China and USA.	ARC 407/ 609/708			
Wing	Eric	BIM Services Manager at C&S Companies, information modeling and consulting national expert. Authored of several books including Autodesk's official training guide for their BIM solution "Revit	ARC 500: BIM and 3D Design Revit			

Faculty Development

Members of the faculty practice in areas that range from architectural history to high performance skins, and from urban design to material experimentation. Select faculty members are individually accountable for maintaining currency vis-a-vis licensure in different states and/or countries. National changes to the Intern Development Program (IDP) and the Architecture Registration Exam (ARE) are periodically reviewed by the assembled body.

Faculty development in relation to disciplinary knowledge and contemporary practice is promoted and advanced by the School in four primary ways: through the office of the dean, course development, external programming, and formal venues for intellectual and practical exchange. The Office of the Dean facilitates relationships between faculty members and institutions and/or manufacturers helping to generate research partnerships. The Office of the Dean offers summer and annual grant opportunities to faculty members to advance their research toward visible and material results. The administration has assisted connecting faculty with professional offices around the world (most recently in Japan, China, New York City, and Switzerland) in support of their research and teaching.

Both on the home campus and in off-campus programs, faculty are given the opportunity to develop courses specific to their area of expertise. Working with students, these courses are focused opportunities to advance discourse and practice.

The School offers the faculty and students exposure to a range of architectural practices through the lecture series and the visiting critics program. School lectures are registered for American Institute of Architects (AIA) continuing education learning units (CEUs). In addition, vendors identified by the Architecture Student Organization (ASO) and ARR give regular lunchtime seminars on their material products. These are also available to faculty for CEUs. Within the context of studio teaching, guest lecturers are invited to speak about a specific area of building technology (in spring 2015: Mark Rylander/Former director AIA COTE on sustainable design strategies; Ramona Albert/ Turner Construction on curtain wall fabrication; Matthew Herman/Buro Happold on sustainable HVAC). These lectures are open to the public and may be attended by members of the faculty.

The School offers a variety of venues for the exchange of ideas. This past year, the faculty launched a "brown bag" series called *Works in Progress*, where a faculty member presents a project to faculty colleagues for discussion and criticism. Public sessions are held several times a year to prompt faculty debate on current issues pertinent to practice and the discipline (fall 2014 and spring 2015: For example, "Fundamentals" sessions focused on precedent, theory, and politics; "Other Practices," introduced the current practices of five faculty members). In addition, the annual review of faculty research and teaching (by the associate dean or dean) and a faculty mentorship program for tenure-track faculty provides other venues for exchange.

Resources for Faculty

The following resources are available for faculty:

- Summer and academic year research support from the School of Architecture equal to \$70,000 is available annually by application process
- Sabbatical and research leaves are available based on application and review by the dean and associate dean, and approval by the provost; in the past two years, a noted effort has been made to increase the number of leaves granted to faculty, and in particular, to develop a more comprehensive policy to provide pre-tenure leaves to junior faculty.
- Support for attendance at conferences and symposia to participate in professional activities, continuing education, and attend sessions led by leading practitioners of \$1,200 annually.

- Research interns are provided to faculty in support of their research agendas.
- The University's Office of Sponsored Programs (OSP) provides support in identifying sources of sponsored research funding and in crafting proposals.

Faculty Research, Scholarship, and Creative Activities

Please see Section 4_Supplemental Material for this information

Support Services

The School and the University are committed to the support of faculty and student development.

On a university-wide basis, the Office of Academic Affairs is responsible for defining and upholding the academic standards of Syracuse University. In order to achieve the high standards of academic excellence to which the University aspires, Academic Affairs recognizes the need for an ongoing partnership with all faculty members to ensure that the University provides outstanding educational opportunities for the entire University community. Recognizing that the faculty is the intellectual and creative force that drives the University, the Office of Academic Affairs is committed to creating a supportive environment for all faculty members by providing a broad range of programs and services in support of faculty teaching, research, and professional development. Within Academic Affairs, the Office of Faculty Development Office sponsors events, provides resources, and offers consultation services in support of faculty professional development. Faculty are introduced to the services available through this unit during an extensive orientation which begins in August and includes programming throughout the year for newly hired faculty.

Student Development

Academic advising is an essential component of a Syracuse University education. The University is committed to providing the individual advice and assistance that students need at every step of their degree program. A successful system of advisement is highly dependent upon a shared commitment by students, faculty, and staff to the process and the availability of timely, accurate information.

The School of Architecture has a multi-faceted advising system designed to provide effective support to each student. All undergraduate academic advising is coordinated through the Student Services Office of the Undergraduate Architecture Program. The School's manager of academic advising and records monitors student progress in degree requirements and certifies their completion, evaluates transfer credit, minor requirements, and conducts semester audits.

All graduate academic advising for the M.Arch and M.S. Architecture program students is conducted by the chair of graduate programs and the graduate recorder/advisor. Advising sessions are arranged prior to each semester's registration to plan and review academic sequence, credit hour load, and class choices. Graduate students are advised to be prepared to present an updated academic plan at each advising session. The School's graduate recorder/advisor monitors student progress in degree requirements and certifies degrees in consultation with the graduate chair, evaluates and posts transfer credit for incoming M.Arch students, and conducts semester audits, among other duties.

The primary responsibility for knowing and meeting general and major requirements for graduation rests with the student. The academic advisor plays an important supporting role by providing students with the accurate information and appropriate advice to help realize the student's educational goals. The student is responsible for understanding the basic requirements of the professional curriculum and maintaining up to date information on academic requirements as outlined in the Undergraduate Catalog, Academic Rules and Regulations, and the School of Architecture Rules and Guidelines; scheduling advising appointments

well ahead of registration and other peak advising times; keeping all scheduled appointments, particularly the meetings with academic advisors, student peer advisors, and other members of the advising network; maintaining personal records of progress within the professional curriculum, grades, correspondence to and from the School, and other academic information. It is highly recommended that students keep such documentation in an organized notebook, regularly maintained during their time at the University; come to advising sessions prepared with questions, course plans, proper forms, etc.; ensure that the necessary signatures are obtained for the various forms that need to be processed; meet all academic and financial deadlines; accept responsibility for making final decisions on academic matters, given relevant information.

Advisor Assignments

First year undergraduate students are assigned to an academic advisor and an upper division student peer advisor during the first two semesters of the program. Students also have access to an online advising report, which is an up-to-date assessment of how their credits are used to satisfy degree program requirements. Each semester students are assigned registration advising appointments to meet with their academic advisor to approve their registration and verify their progress towards a degree. Students in Florence or London are advised by the coordinators at those locations. Probation and suspension cases are reviewed by the undergraduate chair and academic advisors. Students readmitted from suspension are placed on a one-semester trial with a minimum GPA requirement. This practice intends to improve the student's chances of returning to good academic standing.

The graduate recorder/advisor identifies and monitors cases of graduate students who are placed on academic probation when their fall or spring semester GPA is less than 2.8. The students are advised of this action in a letter from the chair of graduate programs. Students with a GPA of less than 2.8 for two consecutive fall and spring semesters will be required to take a minimum one-year leave of absence. The graduate recorder/advisor and the chair monitor and facilitate the re-admission of graduate students. Students readmitted from a leave of absence are placed on a two semester trial basis during which the student must take a minimum of 12 credit hours per semester and satisfy the minimum 2.8 GPA requirement.

Career Advising

The director of career services manages a comprehensive program to support students in every phase of career development. As early as the first semester, students are introduced to the available services including assistance with preparation of cover letters, resumes, sample image pages, portfolio, business cards, and thank-you cards. The essentials of networking, interviewing, follow-up, salary negotiation, and offer acceptance are reviewed. They are introduced to the Intern Development Program (IDP), the Architecture Registration Exam (ARE), and jurisdiction licensing. Over the course of each academic year, specific seminars are offered to provide more depth of information regarding IDP/ARE, salary negotiation, professional ethics including theft of intellectual property, and portfolio design.

Students are encouraged to produce a portfolio appropriate for employment interviews. Beginning in summer 2014, a new program called "Life after Slocum" (LAS) was initiated and formalized in spring 2015. LAS is a year-long program tailored to the specific needs of the graduating class in group format. Individual consultations are available to all students throughout the year.

On-campus interview events are offered during January, February, and early March of each year. Architecture firms are invited to campus to conduct interviews with students interested in both summer internships as well as permanent full-time positions. Student résumés and sample pages are posted on the School's website to allow employers to select specific students for interviews. The interviewers arrive one day early to participate in the Career Night Panel Discussion before the full day of interviewing, which provides a vibrant dialogue with the students. Attendance at the Career Night discussions is typically about 50-60 students from all years. There are usually six to eight discussions each spring.

The career services director manages the School's LinkedIn pages featuring connections to 2500+ alumni as well as other architecture and related career connections. All students are encouraged to create a LinkedIn profile for professional purposes. Students are taught how to find professionals in architecture and "alternative" career paths. Mock phone call sessions are offered to students to practice calling alumni and other professionals for networking purposes.

All alumni are surveyed every two years regarding salary, licensure, professional satisfaction, alternative career paths, and other professional specifics. Each graduating class is surveyed about ten months after graduation regarding salary, overtime, benefits, and membership in professional associations. Results are posted on the School's website.

Architect Licensing Advisor

Connie Caldwell is the School's architect licensing advisor. As stated above, Connie manages a comprehensive Career Services program in which students are introduced to the Intern Development Program, the Architecture Registration Exam and jurisdiction licensing. Over the course of each academic year, specific seminars are offered to provide more depth of information regarding the IDP/ARE, including a workshop through the AIAS. Connie attends NCARB's annual IDP Coordinators Conference, and maintains contact with Martin Smith, IDP Manager. Martin has made several trips to the School to meet with architecture students during information sessions. Connie stays connected to the advisors community through Twitter, LinkedIn and Facebook. IDP info sheets also have a permanent place on the career services bulletin board located in a high-traffic area of the school.

I.2.2 Physical Resources

General Description

The Syracuse University School of Architecture provides an array of teaching environments and resources encouraging didactic and interactive learning. These resources harness the potentials of technological advances as well as the demands of practicing architecture globally. The School continues to renovate and expand its on-site and off-site physical facilities. Our computing and fabrication resources enable students to test iteratively and prototype a number of design strategies. The School's computational capacity has greatly increased, though the program remains vested in the integration of both analog and digital tools to meet its pedagogical goals.

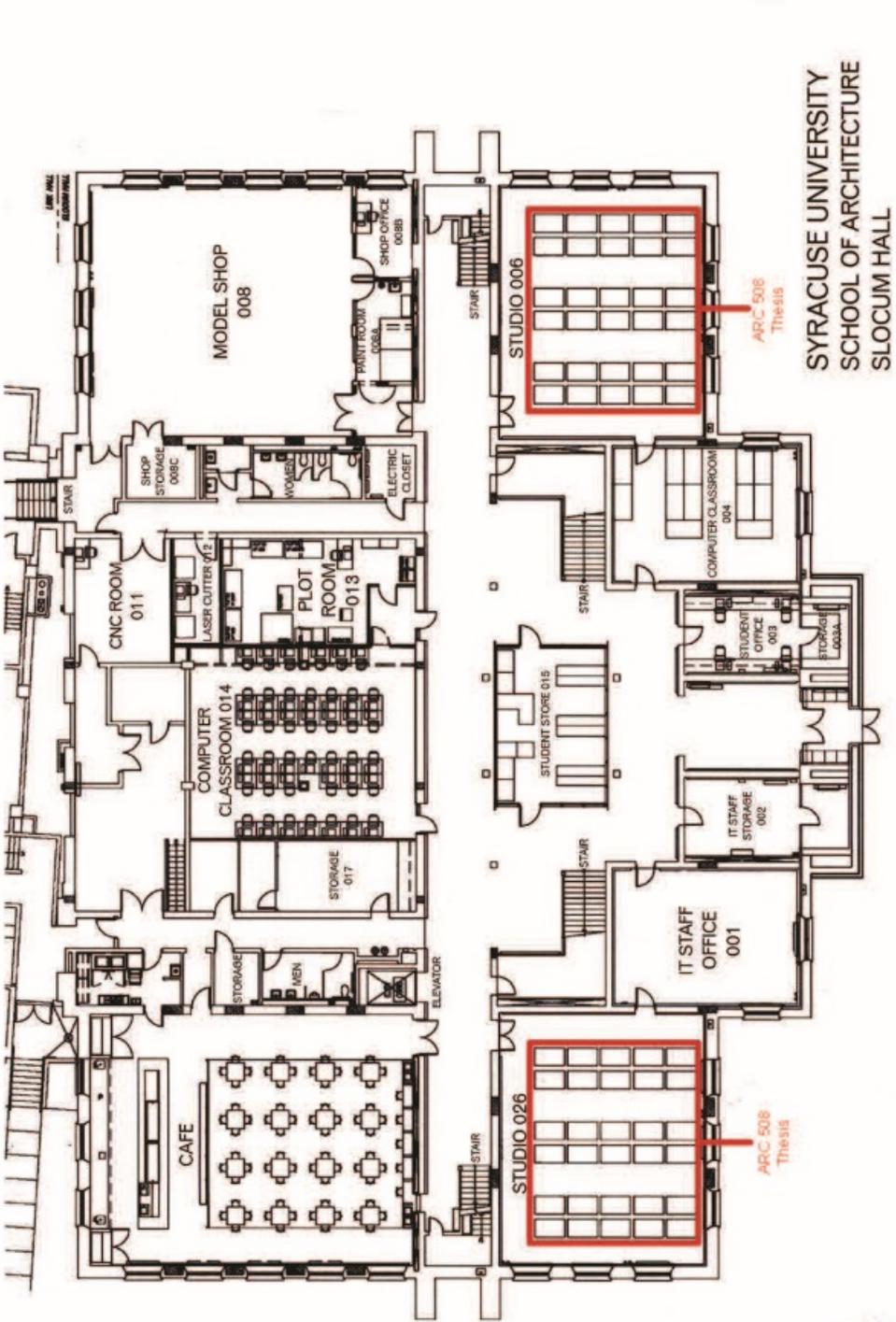
Slocum Hall, the School of Architecture's campus home, was constructed in 1918 and is listed on the National Register of Historical Places. The redesign by the New York firm of Garrison Architects has enhanced and restored the five-story building's original qualities while updating it technologically, functionally, and aesthetically. Completed in 2008, the renovation includes the re-creation of the central atrium space, the addition of a new auditorium, as well as expanded studio, research, and office space. The completed renovation has yielded a productive environment for teaching, research, and making, and incorporated new technology in the studio environment. Computing/plotting and woodshop/fabrication facilities are expanded and improved. Public review spaces, an exhibition gallery, the architecture reading room, faculty offices, and the cafe are located along the perimeter of the atrium in order to encourage collaboration and exchange. Office suites and seminar rooms foster high levels of student and instructor interaction as well as encouraging collective creative endeavors. The Architecture Reading Room provides an in-house site for design research in addition to the University's extensive library and inter-library loan system. The Slocum Hall renovation has provided a compelling opportunity to integrate the School's facilities with its pedagogical priorities.

The renovation design went through many iterations, yet in its final form, the intention remains clear: to enhance and restore the building's original qualities while updating it technologically, functionally, and aesthetically. Re-opening the central atrium space and removing sections of the bearing walls allow pathways for natural light and ventilation, increasing the building's energy efficiency. A new auditorium and gallery have been inserted within the envelope of the original building, with expanded space for studio, research, and offices. Review spaces, gallery, reading room, faculty offices, and cafe surround the atrium, providing a setting that encourages interaction between students, faculty, staff, and visitors. The renovation establishes a set of compelling interventions within the classical revival building that reflects the complex nature of the contemporary study of architecture.

In addition to these resources, the innovative Einhorn 21st Century Studio was started in 2013 to support hands-on, collaborative digital design. Located on the second floor of Slocum Hall, The Einhorn Studio features 3D scanning and printing tools as well as mobile projector carts. The Syracuse Center of Excellence, located in downtown Syracuse, provides additional space for faculty research in sustainable energy and interactive environments. The school also utilizes further space in the Dorothea Ilgen Shaffer Art Building, adjacent to Slocum Hall.

The newly established Fisher Center in New York City provides students and faculty an opportunity to learn and work in a global metropolitan environment. Additionally, Syracuse Architecture offers opportunities for advanced-level architecture students to spend a semester or a summer studying abroad at the University's centers in Florence and London. The Florence program presents an opportunity to study for a semester in one of the world's most culturally vibrant cities. Studio and classroom space at Palazzo Donatello is within walking distance of the SU Florence main campus on Piazza Savonarola. From centrally located Florence, students take frequent trips to other sites of architectural significance such as Venice, Milan, Rome, Lucca, and Pisa. Likewise, the London architecture program provides a critical portal to the European architecture community, broadening the School's connection to current

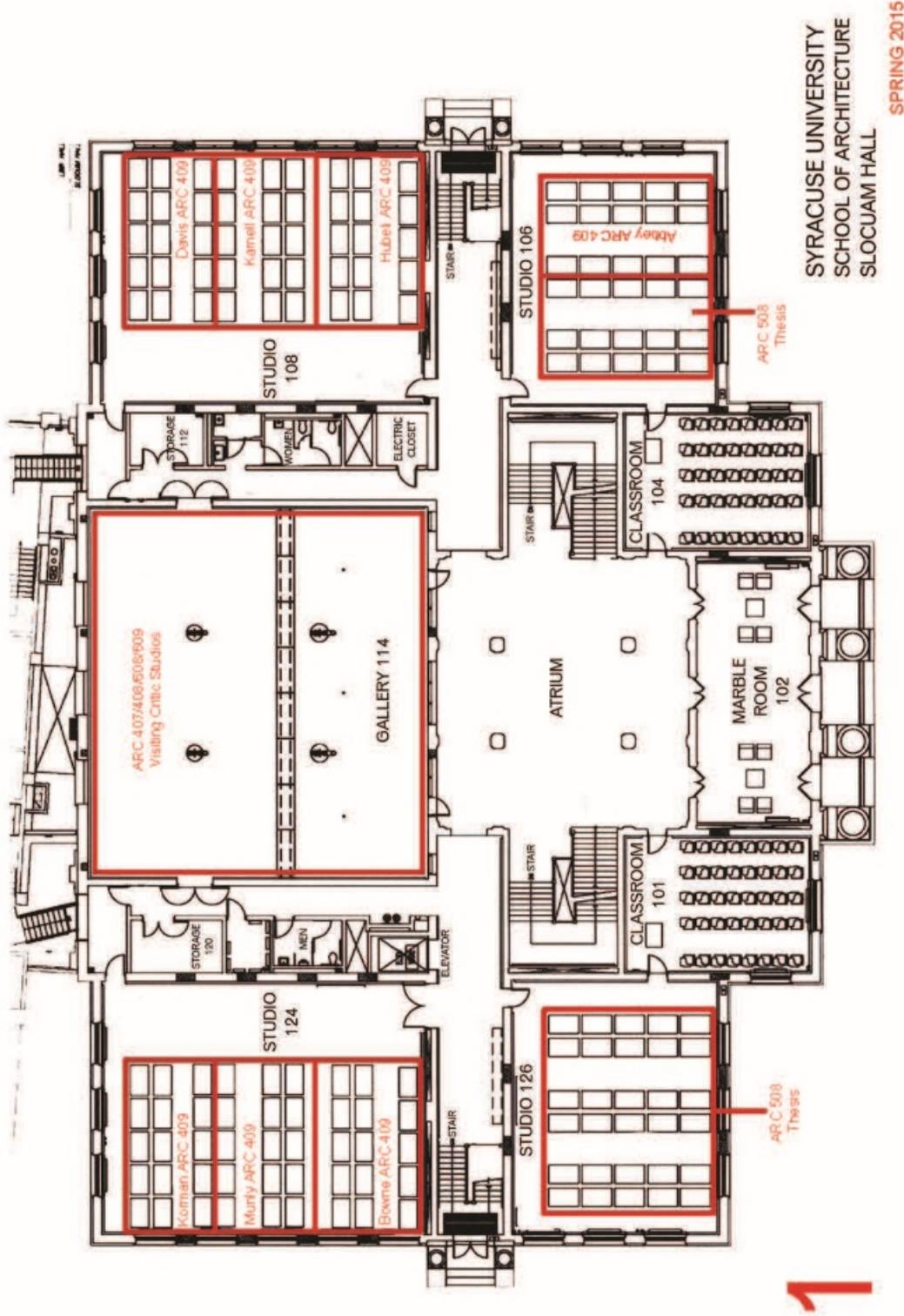
practices and discourses taking place in northern Europe. The program is based at Syracuse University's London Center, located in the historic Bloomsbury district of London, near Covent Garden and the British Museum. As in Florence, the program is built around a design studio and includes a field trip course exploring the historic and contemporary architecture of London, with excursions to such other sites as Cambridge, Oxford, Bath, and Edinburgh, as well as—most recently—cities on the mainland, such as Amsterdam.

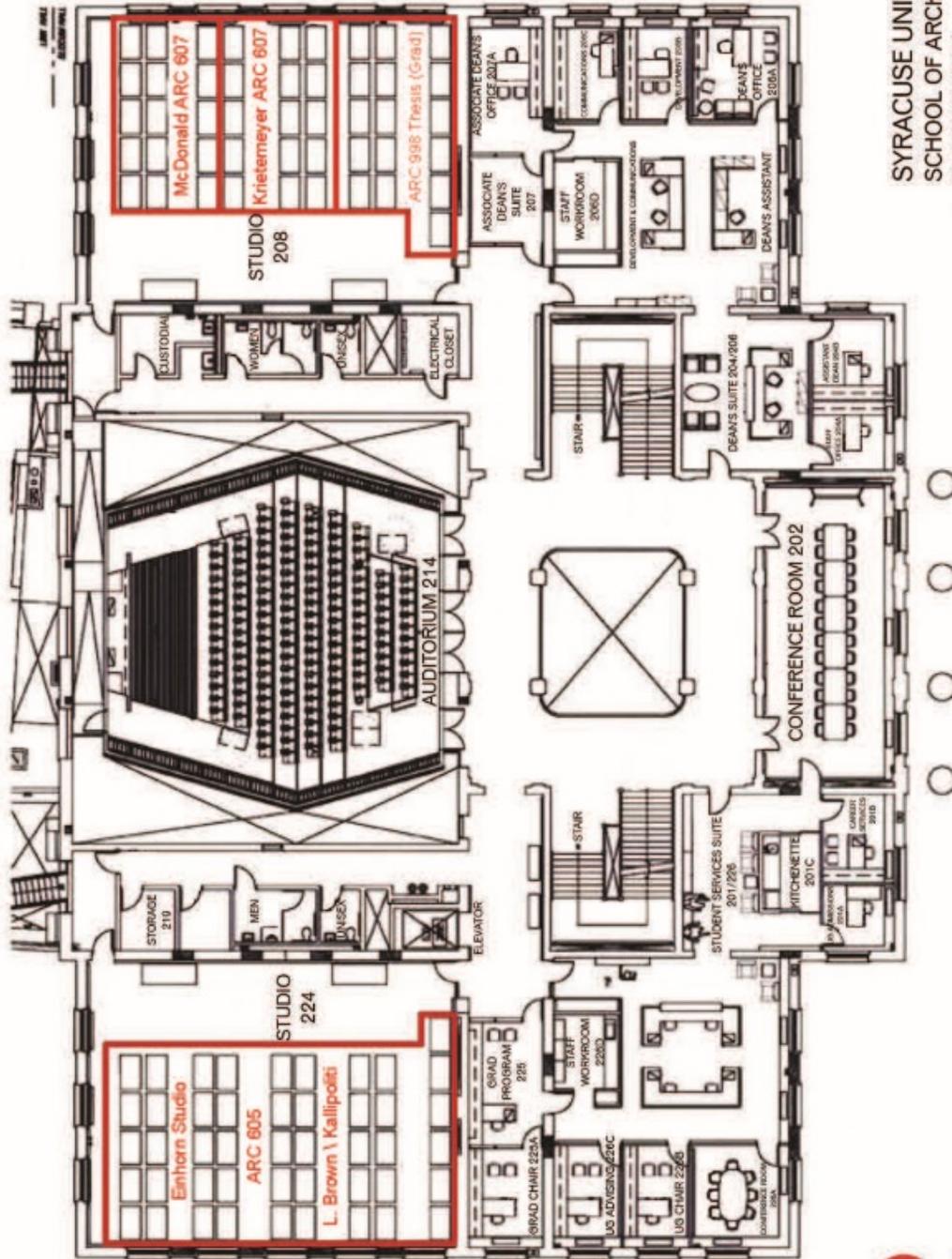


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SLOCUM HALL

SPRING 2015



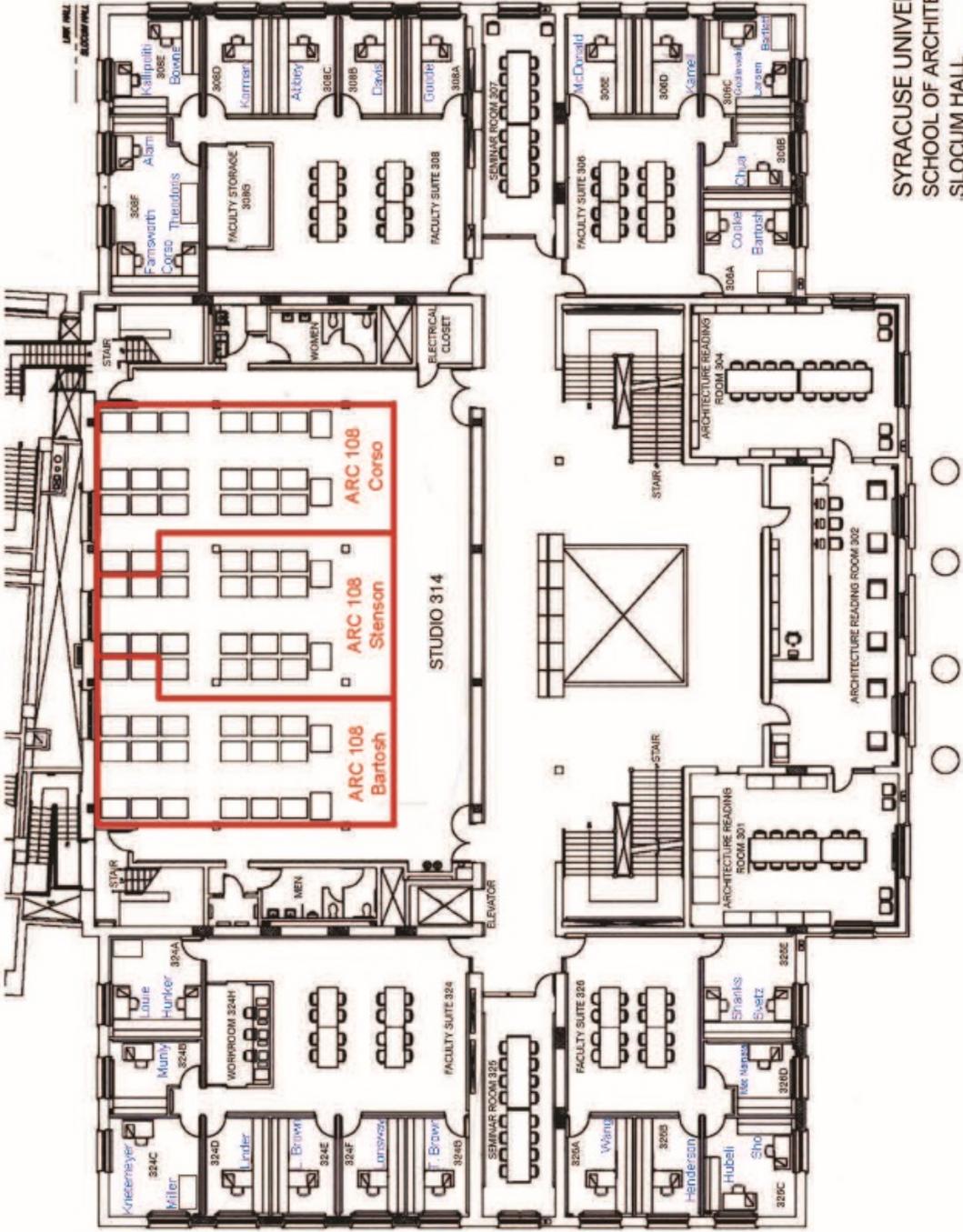




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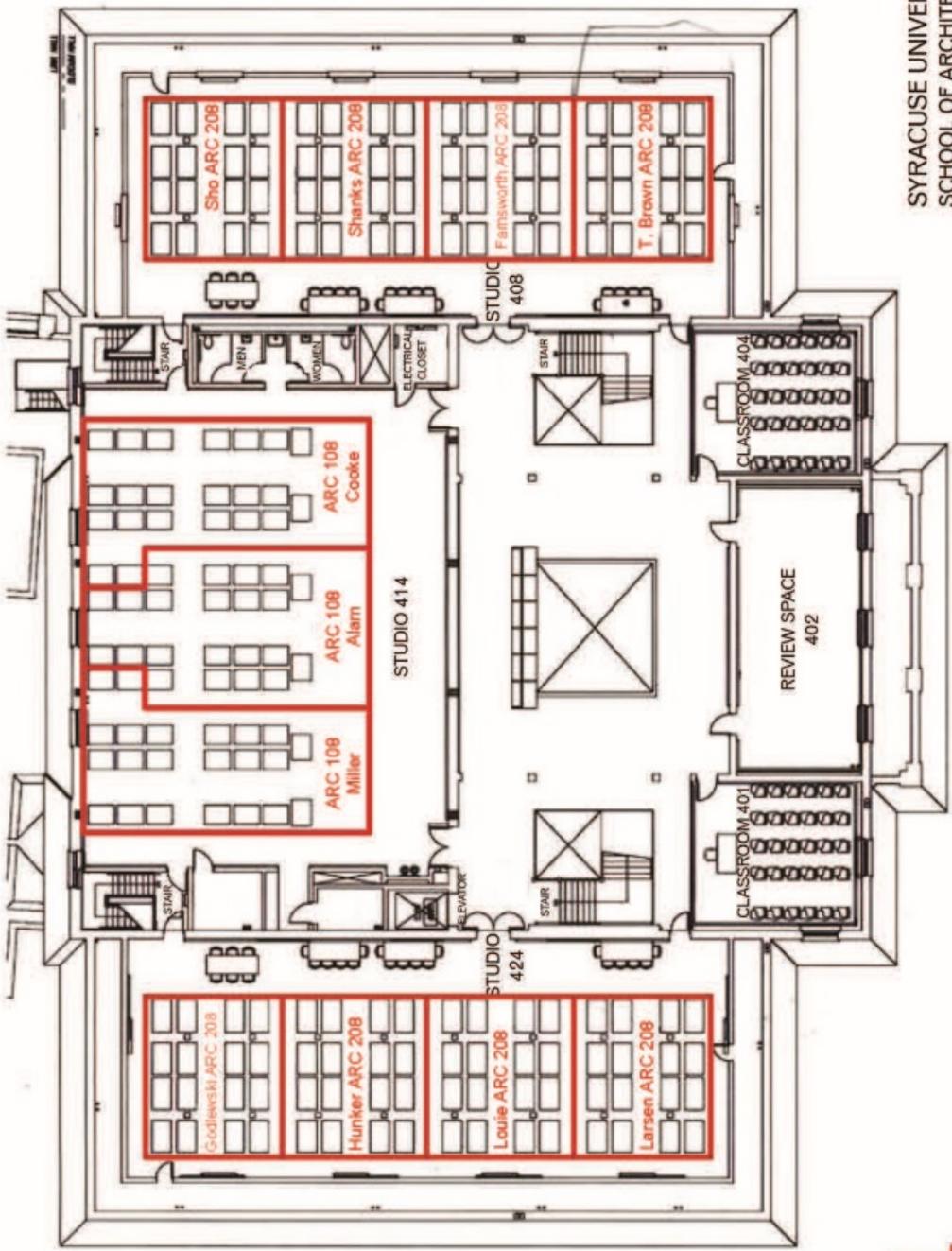
SYRACUSE UNIVERSITY
SCHOOL OF ARCHITECTURE
SLOCUM HALL

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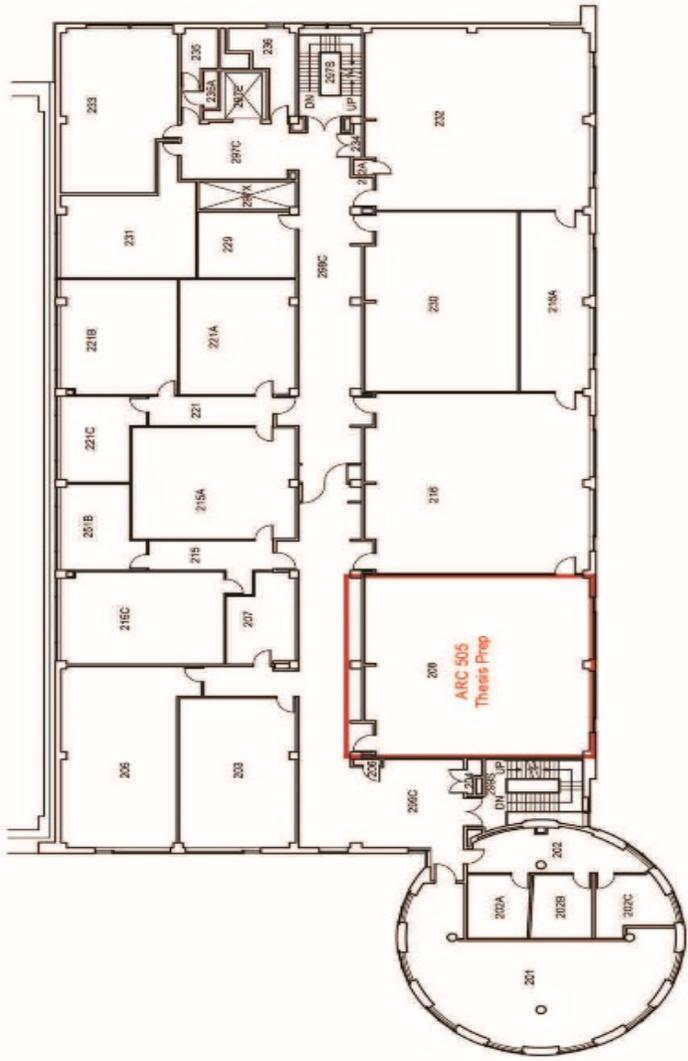


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SLOCUM HALL

SPRING 2015

4

SYRACUSE UNIVERSITY - OFFICE OF CAMPUS PLANNING, DESIGN, AND CONSTRUCTION



SPRING 2015

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Changes to the School of Architecture

Two recent additions to School of Architecture facilities include the Einhorn 21st Century Studio and the Fisher Center in New York City. The creation of the Einhorn 21st Century Studio in the fall of 2013 added computing, spatial, and fabrication technology to 224 Slocum. The studio is a next-generation learning environment, combining a highly adaptable interior renovation with a custom-designed technological infrastructure to enhance design learning. For more information on the studio, visit:

<https://blonsway.expressions.syr.edu/einhornstudio/gallery-3/>

The studio is arranged to support the greatest potential for hands-on exploration with design technologies, and seeks to design an adaptable structure that not only accommodates this, but which explicitly encourages team-based learning and interdisciplinary work. The space is conceived to support the widest array of teaching styles and remains agile in an era of rapidly changing technologies.

The project was developed with a rigorous stakeholder engagement process, including workshops with students, faculty, administration, and technical staff using innovative collaborative tools and techniques in a co-creation framework. The 2000-square-foot studio is designed as a prototype for anticipated replication (in whole or in part), maximizing impact at the lowest cost by using off-the-shelf components and technologies.

The studio is implemented as an adaptable stage set to support the widest array of teaching styles and remain agile in an era of rapidly changing technologies. The Einhorn Studio includes:

- 3 mobile Oscar projector carts equipped with Epson Brightlink projectors and color digital pens, allowing for projection and digital drawing onto tabletop and floor surfaces.
- projector wall: three Epson Brightlink shortthrow projectors create a large merged display. An in-place computer station permits display of wide resolution imagery.
- 3D Scanning: a mobile computer equipped with large display and Kinect 3D scanner allows students to turn physical objects into 3D digital models.
- 3D Printing: Makerbot Replicator 2 3D printer (prints PLA plastic models in a variety of colors)
- Printing: a color laser printer offering letter and tabloid size prints

In addition to the Einhorn 21st Century Studio, the School of Architecture recently established a partnership with the Syracuse Center of Excellence (CoE) located in downtown Syracuse. The CoE is a federation of firms, organizations, and institutions that creates innovations to improve health, productivity, security, and sustainability in built and urban environments. Additional information on the CoE is available at:

[\(http://www.syracusecoe.org/coe/\)](http://www.syracusecoe.org/coe/)

The CoE provides an opportunity for interdisciplinary collaboration as well as a venue for sharing research with the wider community through public lectures and workshops. In 2014, a 700-square foot lab space located on the fifth floor of the building was established for testing Resilient Building Technologies specifically for use by faculty and students of the School of Architecture. The lab currently houses a number of digital resources including movable computer lab stations, digital projectors, a 20'x12' projection screen, remote sensors, and large scale digital monitors.

The Fisher Center is SU's new consolidated academic campus in New York City—a state-of-the-art teaching facility that supports SU's goal of providing every student a chance to study in one of the world's greatest, most dynamic metropolitan areas.

Additional information on the Fisher Center is available at:
(<https://soa.syr.edu/school/fisher-center-nyc/>)

Located at Madison Avenue and 31st Street, a convenient neighborhood in midtown Manhattan, the Fisher Center:

- is home to a number of immersion programs—including the Tepper Semester, Syracuse Architecture NYC, Newhouse in NYC, and the Global Enterprise Technology Immersion (GET).
- offers 20,000 square feet of purpose-built space, including several “smart” classrooms, a 66-seat lecture hall, and architecture and drama studios.
- provides both our NYC faculty and visiting faculty with the same capabilities and technology our instructors have on campus.
- hosts events throughout the year for alumni and current and prospective students

Physical Resource Challenges

Despite the recent expansion of resources on- and off-site, the School of Architecture is constantly challenged for space. An increase in enrollment has put added stress on existing studio and lab spaces. One plan under consideration focuses on replacing the large drafting desks currently in use in most of the Slocum Hall studio spaces with a more flexible and collaborative working environment. The success of innovative arrangements deployed in the Einhorn 21st Century Studio and numerous contemporary design firms suggest that studio spaces can be used much more efficiently with different furniture. Another plan for adding space considers expanding the partnership created with the Syracuse Center of Excellence. Building on the success of the lab space testing interactive virtual environments created by Syracuse Architecture faculty and students, the Center of Excellence is considering proposals for new studio spaces on the ground level of their facility. The School of Architecture is actively exploring a number of possibilities such as these to address the spatial demands of the faculty and students.

Space for Faculty Teaching, Scholarship, Service, and Advising

The School of Architecture provides faculty the space needed to fulfill their various roles. Shared and private offices provide faculty a protected space for work, storage of ongoing research and documentary resources, and meetings on campus. All faculty members are provided with a computer on a three-year upgrade cycle. Studios are well-equipped to foster studio-based learning. Seminar rooms and the auditorium in Slocum Hall provide additional space for face-to-face teaching. Shared faculty suites offer opportunities for collaboration with other faculty and student advising. All faculty suites are equipped with networked color and black and white laser printers, capable of printing up to 11 x 17. Some faculty suites have 55” LED flat panel televisions, and there is a general use area with Macintosh and Windows based computers. Service duties often take place in the seminar and meeting rooms located on the second and third floors. In addition to spaces to work, faculty have access to expanding computational and fabrication capacity. The School has mobile 65” and 46” flat panel televisions, one of which includes an integrated computer. Approximately 25 digital projectors are mounted throughout the building, and five portable projectors are available for sign-out in the School. Two special rooms are equipped with “projector walls”, consisting of multiple projectors joined to create very large merged projector surfaces. One of these spaces also has full audio and mic capabilities. All staff are equipped with computers tied to the campus network on a four-year upgrade cycle. Staff networked printers and copiers are a mix of color and black and white with up to 11 x 17 capability. Faculty are provided an array of spatial and technological resources to fulfil their teaching, scholarship, service, and advising roles.

MOOCs and Online Learning Formats

The School of Architecture currently does not deploy MOOCs or online learning formats to deliver SPC (Student Performance Criteria) related content or to meet other institutional requirements.

Hardware, software, networks, and other computer resources available to students and faculty

Major improvements have been made to the computing environment at the School of Architecture in the past 6 years adding more computers, printers, plotters, and digital fabrication equipment.

Computers

There are two dedicated Slocum computer clusters (Room 014 and Room 004) offering a total of 58 lab computers as well as four dedicated print and scan stations. The NYC studio at the Fisher Center offers six lab computers. Listed below is a breakdown of the equipment specs, as well as the software running on the lab computers. The school supports approximately 15 servers in a virtualized environment including file and print support for the school, web/ftp, database, software licensing, rendering, and digital asset management.

Slocum Hall

Room 014 - 40 lab computers (Quad Core Xeon 3.6-3.7ghz; 8-12gb)

Room 004 - 18 lab computers (Quad Core Xeon 3.4ghz; 8gb)

Room 004 - 2 dedicated print stations for quick PDF printing access

Room 004 - 2 dedicated scan stations supporting 11 x 17 scanners (36" scanner in plot room)

Room 302 Architecture Reading Room - 3 dedicated scan stations supporting 11 x 17 scanners

Software available from all Slocum Hall lab computers

- 7Zip 9.2
- Adobe Creative Cloud 2014 (Acrobat Pro, After Effects Pro, Dreamweaver, Flash Pro, Illustrator, InDesign, Photoshop, Premier Pro)
- Andrew Marsh Energy Simulators and Solar Path Analysis
- ArcGIS 10.2 with Google KML export and OpenMap plugins
- Audacity 2.06
- Autodesk 3dsMax Design 2015
- Autodesk AutoCAD Architecture 2015
- Autodesk AutoCAD 2015
- Autodesk Ecotect 2011 with Solar and Weather Tools
- Autodesk Map 3D 2015
- Autodesk Maya 2015
- Autodesk Mudbox 2015
- Autodesk RevIT 2015
- Bentley AECOSim Building Designer, AECOSim Environmental Design (23 licenses)
- Blender 2.71

- CD Burner XP 4.5
- Cinema 4D R14 (40 licenses)
- Digital Project v1r5 (2 licenses)
- Filezilla FTP 3.9.0.6
- FormZ 7.2 (5 licenses)
- Freemake Video Converter 4.1.4.5
- Gimp 2.8.14
- Google Earth Pro 7.1
- Inkscape 0.48.4
- Irfanview 4.3.8
- LibreOffice 4.3.5
- Lumion 4.5.1
- Maxwell Render 3.1
- Microsoft Office 2013 (Word, Excel, PowerPoint, Access, OneNote)
- Materialise Magics 18 (10 licenses)
- Processing 2.2
- Quicktime Pro 7.76
- Real Flow 4.3 with Max and Maya plugins (5 licenses)
- Rhinoceros 5 and plugins (Grasshopper, T-Splines, Karamba, Paneling Tools, Section Tools, Weaverbird, Honeybee, Ladybug)
- Roland SRP Player (CNC toolpath software)
- SAP2000 15.2 (15 licenses)
- Scribus 1.44
- SketchUp Pro 2013 (15 licenses)
- SolidWorks 2014 (10 licenses)
- V-Ray 1.5 for Rhino and Sketchup
- VLC Player

Printing

Slocum Hall Room 013

- 2 - HP LaserJet B/W support for letter and tabloid (11 x 17)
- 2 - HP LaserJet color support for letter & tabloid (11 x 17)
- 5 - HP 36" – 42" large format color plotters
- 1 - OCE 36" B/W & grayscale large format laser printing and color scanning

Digital Fabrication

Invision SR 3D Printer located in Slocum Hall room 012

Acrylic plastic models - maximum size 11.75" x 7.3" x 8.2"

Zcorp Zprinter 350 3D Printer located in Slocum Hall room 012

Powder models - maximum size 10" x 8" x 8"

3 Makerbot Replicator 2 3D Printers located in Slocum Hall room 011

PLA plastic models - maximum size 11.2" x 6.0" x 6.1"

Roland MDX-540 CNC mill located in Slocum Hall room 011

Materials supported include foam, wood, and non-ferrous metals - maximum size 17" x 12" x 2"

3 Universal Laser X-660 and PLS 675 laser cutters in Slocum Hall room 011

Cuts and scores various material up to ¼" in depth on an 18" x 32" bed

1 Universal Laser X-660 laser cutter at the Warehouse VPA fabrication facility

Cuts and scores various material up to ¼" in depth on an 18" x 32" bed

Formech 450 Vacuum Former located in Slocum Hall room 008

Plastic molds and forms - maximum size 18" x 18"

Global Program

NYC Studio

6 lab computers (Quad Core Xeon 3.1-3.6ghz; 8-12gb); 11 x 17 scanning, digital projectors

1 - HP LaserJet B/W support for letter and tabloid (11 x 17)

1 - HP 36" large format color plotter

1 - HP LaserJet color support for letter and tabloid (11 x 17)

Makerbot Replicator 5th Generation 3D Printers located at the Fisher Center

PLA plastic models - maximum size 11.2" x 6.0" x 6.1"

2 Klik-n-Kut Zing computer-controlled material cutters

Paper, museum board, cloth

Syracuse University London

The SUL program has a computer cluster with 36 desktop computers and 4 printers

The Architecture Program has a lab with 6 computers and two printers.

The computers both in the general SUL lab and the architecture lab are equipped with basic software. Two printers, A3 and A4 color.

Syracuse University Florence

The SU Florence campus, Art building and Architecture building all have full wireless network coverage with Internet access in all buildings and in the main garden. Secure connection to the network is made using a one-time login with a SU NetID and password for any portable device.

The Villa Rossa has three computer labs equipped with 24 Windows computers and printer access. Available software includes Microsoft Office Professional, Adobe Acrobat Pro, Google Chrome and Internet Explorer. Anyone can log in using their SU NetID and password. SU students will see the same Desktop and personal network drive that is available on main campus and have 2 GB of network drive storage. The computer lab is open early in the morning until evening and is also open on Sunday.

The Architecture building, Donatello 25, has four PC workstations for student use to supplement student's laptops. In addition to the software listed above, they include Autocad and Rhino applications. Two color network copier/printers with dedicated PCs are also provided for printing or copying A3 and A4 size prints.

Donatello 25 also has two presentation systems for teaching and design reviews; they include 55" LED monitor and a graphics workstation with precision 22" Wacom Cintiq tablet/monitor for drawing, markup and annotation.

I.2.3 Financial Resources

Financial Resource Allocation

The University's budget model is known as Responsibility Centered Management (RCM) whereby revenue generated by schools and colleges determines the resources available to each area, and every academic and administrative area is fiscally responsible not only for salaries and operations, but also for the use of space, facilities, and centrally provided services. Schools and colleges become the revenue generators of the University, with administrative and support units funded through indirect charges to the revenue generated by schools. School and colleges receive subventions to bridge the gap, if any, between revenues, and essential salary and operating expenditures. The budget is based on an "all funds" approach and incorporates restricted and endowed revenue generated through fundraising, and projects funded through sponsored grants and foundation awards. This budget model has been in place for approximately the last 8 years, and has undergone several refinements as well as annual adjustments on both the revenue and expense sides of the budget.

The School works closely with the University's Office of Enrollment Management to establish short and long-term goals for undergraduate and graduate enrollment revenue, and to work collaboratively towards meeting those goals. Fundraising goals are established in collaboration with the dean, assistant dean for advancement, and the University's advancement staff.

The University, through its Board of Trustees, establishes tuition and financial aid rates, fringe benefit rates, and all indirect cost rates including administration, facilities, maintenance, networking, etc. For the past four years the Board of Trustees and the Office of Budget and Planning have mandated a long range budget planning process which requires a balanced five year budget projection. The current and long-range budget is updated with actual financial information on a monthly basis. The dean and assistant dean for administration submit budget proposals annually based upon revenue and expense projections prepared collaboratively with the University's Office of Budget and Planning, for review and approval by the Board of Trustees.

Periodically, the University may reallocate funds to schools and colleges by increasing or reducing the subvention. With the arrival of Dean Speaks in 2013, the University increased the School's subvention by \$500,000 to address a prior reduction in subvention and loss of temporary one-year funding.

Expense Categories

The School of Architecture has the ability to allocate all operating funds across a full range of expense categories within the context of general university policy and maintaining a balanced budget. Academic program budgets are established by the dean and administered by the undergraduate and graduate chairs, the associate dean, and the NYC studio programs. Computing and technology expense budgets are prepared with input from the faculty technology committee and vetted by the computing staff, and then approved by the dean. Each class and studio course has access to funding which can be used for materials, field trips, visiting jurors, etc., every semester.

The associate dean also manages expense budgets for the Visiting Critics program. Expense budgets for study abroad programs in Florence and in London are established and managed by the University's S.U. Abroad unit.

The dean establishes budgets for external relations, publications and communications, public programming including lectures, exhibitions, symposia, etc. Salary funds are incremented based on the Board of Trustee approved annual increase per year, with individual salary increments determined by merit.

Revenue Categories

In collaboration with Enrollment Management, the School establishes yearly enrollment goals for all programs which has a direct impact on tuition revenue. The School also establishes fundraising goals in collaboration with the Office of Advancement.

Scholarship, Fellowship and Grant Funds

Scholarship awards for undergraduate students are made by the Office of Financial Aid. Graduate scholarships and fellowships are determined by the chair of the graduate programs in consultation with the dean, and are fully funded by the School of Architecture. Graduate assistants receive tuition scholarships as well as a stipend. In addition, graduate students may be assigned as research interns working with faculty on focused research projects.

A limited amount of restricted scholarship support is administered to graduate and undergraduate students by the School of Architecture for study abroad and in NYC, and according to the restrictions established by the donors who established each fund. Awards range from \$1000 to approximately \$5000 each and are awarded by a committee of the program chairs and the associate dean.

Faculty have access to internally awarded research funds administered by the dean in the amount of approximately \$70,000 annually. Please see also section I.2.1 Human Resources & Human Resource Development: Resources available to faculty.

The University's Office of Academic Affairs administers several programs which provide significant support to faculty. Chief among these is the Meredith Professorship program which provides small grants to junior faculty and significant multi-year support to senior faculty who are nominated by their deans in recognition of their excellence in teaching and scholarship. Two architecture faculty, Jonathan Massey, and Anne Munly, have been selected for multi-year Meredith Awards, and several junior faculty, including Sinéad Mac Namara and Jean-François Bédard, received grants in their pre-tenure years of service.

The Chancellor's Office has also provided support for special faculty awards in past years. Professor Mark Linder was given a three-year Humanities Fellowship which included an annual stipend for research support and a reduction in teaching load.

The Syracuse Center of Excellence (CoE), a local research organization with strong ties to Syracuse University, collaborates with industry and academic programs on topics of sustainability in built and urban environments. The CoE has provided architecture faculty with significant support and research funding. Three junior faculty have received grants of \$20,000 to \$30,000 in the past year in addition to dedicated research space in the CoE facility.

Pending reductions or increases in enrollment and plans

Enrollments are expected to remain stable in both the B. Arch. and M. Arch. programs over the next five years. In fall 2015, we will embark on focused recruitment of students for admission to the M.Arch program which has seen a modest decline in enrollment in the last year. Recruitment for the B. Arch program will continue to be closely managed in concert with the Office of Admissions and Enrollment management with several targeted initiatives led by the School of Architecture Recruitment team.

Pending reductions or increases in funding and plans

Chancellor's fund allocations in the amount of \$250,000 annually since 2004 will be discontinued since this commitment was made to the school by the previous chancellor and the commitment is complete. Increases in restricted and targeted gifts will compensate for loss of the chancellor fund allocations.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes

No changes in funding models are anticipated.

Planned or in-progress institutional development campaigns that include designations for the program (e.g., capital projects or endowments).

Over the past two years, the School of Architecture has seen an increase in fundraising with the rebound of the economy, particularly for the architecture industry. The School has seen an increase in major gifts that are targeted towards strategic uses including faculty fellowships and sponsorship of travel studios.

For fiscal year 2015, the School raised \$1,291,486 in new business, a 212% increase over the previous year. The new business will pay dividends in the future as payments on multi-year pledges are realized. Moving forward, major gift asks will be targeted toward faculty salary support through endowed chairs and fellowships, naming of building space, and discretionary spending. While the School will most likely not break the million dollar mark every year, the goal remains to have new business rates in the high six-figures every year.

Annual giving continues to maintain a steady pace, a difficult thing to achieve in the current communication environment with the many avenues to solicit alumni and friends. This year, the School raised close to \$70,000 in annual gifts towards the School's various discretionary accounts. The goal moving forward will be to maintain giving at those levels.

Areas of opportunity include the solicitation of parents and families of current students, in particular those based internationally. We will focus on a campaign for parent giving that will be based on annual gifts, hopefully with the creation of a Parents Fund to support student activities within the School.

In addition, with a comprehensive campaign being planned to launch at some point in the near future for all of Syracuse University, the School will participate with the themes set forward. This will most likely mean more support for students and their experience at the School. Examples include additional student scholarships, sponsorship of travel studios and the renovation of certain areas within Slocum Hall, with particular attention paid to student access to technology.

I.2.4 Information Resources

Context and Institutional Relationships

Collection support for architecture is administered centrally by the Syracuse University Libraries. General library collections have been broadly defined as arts and humanities, social sciences, and science. Architecture has been assigned to the arts and humanities, an appropriate classification given the focus of the Syracuse Architecture programs. The assigned bibliographer allocates the funds and provides broad oversight, with selection carried out by the architecture subject specialist in collaboration with faculty. Acquisitions are in large part based on current curricular needs and faculty research areas. At the same time, these collections also serve related programs and disciplines and every effort is made to provide well-rounded, up-to-date collections. In turn, architecture benefits from materials purchased in support of other academic programs.

Syracuse library collections related to architecture exist in a hybrid environment, divided between the main library, the Carnegie branch (S and T call numbers) and the Architecture Reading Room (ARR). Ernest Stevenson Bird Library, the main library, houses humanities and social science collections, with most architecture related titles shelved on the fourth floor of the facility. These NA call numbers correspond to architectural history, theory, design, and professional practice. A collection of media materials supports classroom instruction and includes feature films, documentaries, and shorts that cover architecture and engineering subjects.

The ARR is located on the third floor of Slocum Hall, the same floor as faculty offices and one of the large, first year studios. The ARR focuses on providing quick access to basic materials, course reserve titles, current architecture periodical issues, an extensive collection of working drawings, and the materials collection.

The map collection and a GIS Lab are located on the third floor of Bird Library. The map collection is one of the largest in the region and is an important resource for site documentation. The Carnegie Library, located on the main quad in close proximity to the School of Architecture, houses the landscape architecture and building construction collections. Other collections that support the School of Architecture include the Special Collections Research Center in Bird Library and Moon Library, part of the SUNY Environmental Science and Forestry program. The Special Collections Research Center houses the library's rare book and manuscript holdings. The library has long held a collection of seminal rare book titles, including early editions of Leon Battisti Alberti (1512), Vitruvius (1521), Sebastiano Serlio (1551), and Andrea Palladio (1570). Later holdings include a copy of Frank Lloyd Wright's 1910 Wasmuth portfolio and several issues of *Archigram*. Important manuscript collections include the papers of Marcel Breuer, William Lescaze, Pietro Belluschi, and Werner Seligmann.

Library and Information Resource Collections

As noted above, architecture collections at Syracuse are broad based and exist in a variety of formats.

Collection development activities are ongoing, with a stable budget adequate for most current title purchasing in support of curricular needs. There is support for retrospective development and to substantively provide resources to meet faculty research needs. Heavy use and high prices impact the library's ability to replace all missing books or add multiple copies of popular volumes. The average annual increase in number of volumes is approximately 470 and from 2009 to 2014, the collection grew by 2,532 volumes:

2009: 26,628
2010: 27,396
2011: 27,615
2012: 28,035

2013: 28,510
2014: 29,160

Because fine arts programs at Syracuse go back to the University's founding, library collections do include significant nineteenth and early twentieth century holdings. The Special Collections Research Center has strong holdings of early architectural treatises, design compilations such as *Vitruvius Britannicus* and American builders' guides. Selection of current titles is made by the architecture librarian. The library uses Yankee Book Peddler (YBP) as its principal vendor, making use of their shelf ready process. In addition to firm orders and slip selection through YBP, collection development is done using faculty input, vendor catalogs and web sites, book reviews, and a working knowledge of new trends in the study and practice of architecture. The paper format remains the standard for most monographic purchases.

The library subscribes to 51 of the 52 titles on the Association of Architecture School Librarians' core list of periodicals and 40 of 42 title on the supplementary list. The focus is international and appropriate for the architecture programs at Syracuse. Most periodical titles are still purchased in paper, with current issues readily available for browsing in the Architecture Reading Room. Some titles are received in both paper and online, with retrospective online access often provided by vendors like JSTOR. The library also has a strong retrospective collection with complete runs of early titles like *American Architect and Building News* and *Architectural Record* back to 1891. In the early 1980s, certain back runs of important titles like *Architectural Review* and *L'Architecture D'Aujourd'hui* were purchased. The library provides access to these periodicals through the *Avery Index to Architectural Periodicals* and *Art-Source*.

Syracuse University Library has strong online holdings of reference works and appropriate databases, including general titles like the *Oxford English Dictionary* and *The Chicago Manual of Style* to subject specific resources like *Grove Online* and more technical sources like the *ASHRAE Online* and *MADCAD*. Students and faculty are able to search library holdings from both on and off campus.

Non-book resources include a Working Drawings Collection, a growing materials collection, and VHS/DVD holding. The ARR houses a substantial collection of prints of architectural working drawings (mostly paper-based) acquired in direct support of course offerings like Advanced Building Systems and Comprehensive Studio. Buildings represented include iconic works including Fallingwater, the Seagram Building, the John Hancock Tower, the Yale Center for British Art, OMA's Kunsthal, and more contemporary works like Kieran Timberlake projects for the Shipley School, Levine Hall at the University of Pennsylvania, and the Museum of American Folk Art by Williams and Tsien. Locally focused holdings include Fox & Fowle's School of Management, Ernie Davis Hall by Mack Scogin Elam Merrill Architects, and the Everson Museum of Art, I.M. Pei's first museum project.

The Architecture Reading Room has a growing materials collection that new faculty have indicated an interest in helping to develop. To this end, the Library added an online subscription to the database, *Material Connexion* and *Active Matter* that provides physical samples as part of its subscription. The library independently augments the materials subscription in response to faculty and student request. The Library's VHS/DVD holdings are cataloged on its website and important architecture titles are listed on the Architecture Libguide. School of Architecture lectures are housed in the ARR with newer titles made available online through the School's website and *Surface*.

The Library subscribes to databases *ArtStor*, *Archivision*, and the *Phaidon Atlas*. *Archivision* is a collection of building exterior views, and the *Phaidon Atlas* is a collection of photographs and drawings. Once housed in Bird Library, the architecture slide collection was moved to Slocum Hall and is being digitized with the assistance of the photo center. The goal of this collection is to provide images not available on traditional databases. It is focused on including images of drawings and models. To supplement the University's library resources, faculty can request digital images made from slides and books to support teaching needs through the University's Information Technology Services.

Services

In-depth library reference assistance is most often provided by the shared architecture librarian, Barbara Opar, a recent recipient of the Association of Architecture School Librarians Distinguished Service Award. While Barbara is employed by the Syracuse University Libraries and has an office in Bird Library, she spends most of her time in the Architecture Reading Room where she is readily available to assist student and faculty with research by locating specific resources or navigating the online system. Patrons may drop by, email, or call with reference inquiries. One-on-one appointments are available and encouraged, especially for faculty teaching new courses and/or thesis students. The Learning Commons, (an active, open environment that supports student achievement and academic success through its services, spaces, resources, and partnerships) and Access Services staff have been trained in question referral. Other librarians whose services are especially important to architecture include the Maps/GIS Librarian and the librarians assigned to art and engineering.

The libraries use Libguides and Barbara has created an extensive group of guides, which can easily be updated. The other subject librarians are doing this as well, enabling students to review basic research steps and resources at their convenience.

The Library offers orientation tours at the beginning of each semester. Library information sessions related to architecture are provided for new faculty, freshmen, and thesis students per established practice. Faculty are encouraged to request formal and/or informal instruction sessions for their classes. Libguides can be prepared for specific classes. Barbara often prepares bibliographies on specific topics to aid faculty in class preparation.

New architecture titles are noted in the School of Architecture internal newsletter. Barbara's Libguide on architecture includes both new book titles as well as a selection of citations of recent periodical articles related to faculty research, student interest and curriculum. Faculty, students, and staff who request items for purchase are notified and have the option of having the title held for them or delivered to the ARR for pick-up.

Syracuse University Libraries recently introduced a new version of its library catalog, Summon. University library holdings have long been accessible through the online catalog with information like location and status of the item noted. The only exclusions are older rare book titles and details of certain microfilm sets. Databases and e-resources are available remotely by password (NetID). Patrons may request new acquisitions using a general web form or by consulting the appropriate subject specialist. Interlibrary loan service is also available.

Library policies are noted on the website, posted at appropriate locations, and discussed in orientation sessions. Faculty are given a two year loan period for regular stack books, graduate students and fifth year undergraduate students, a one year loan, and undergraduates 28 days. ARR materials are subject to shorter loan periods due to their heavy use. The number of items which may be borrowed at one time is generous and online renewal is permitted in most cases. All patron groups are subject to library book recalls for other patrons and/or reserves.

Most architecture course reserves are housed in the Architecture Reading Room. The instruction program Blackboard is used for all electronic reserves, which includes scans from periodical articles and book chapters.

Staff

As the result of the most recent reorganization, subject specialist librarians are now part of a unit called Research and Scholarship. Syracuse University Libraries employ a full-time architecture librarian charged with providing subject specific reference assistance, instruction and training in core and new resources,

as well developing a multi-faceted library collection in direct support of the teaching and research mission of the School of Architecture. Barbara Opar, the architecture librarian, has been with the library since 1975, having initially served as a graduate assistant with the School of Architecture. Though she is responsible for the architecture, French, religion, and Judaic studies collections, Barbara allocates 90% of her time to the Architecture Reading Room, for which she has administrative responsibility.

Other subject librarians whose services are especially important to students and faculty in the School of Architecture include those librarians responsible for Maps/GIS, the arts, and engineering.

Facilities

Library resources exist in a hybrid environment at Syracuse University. The Architecture Reading Room in Slocum Hall is a resource center that provides quick access to core resources, current issues of architecture journals, and the working drawings collection. The ARR is equipped with three scanning stations and a printer for general use, three computers with internet access, and one library catalog quick-look-up station. Titles in core resources include the complete works of contemporary and historically significant architects, architectural histories that cover diverse styles and periods, books on specific building types, as well as technical and legal reference works. Book course reserves are housed in the ARR. Blackboard provides access to online materials.

Ernest Stevenson Bird Library, a three minute walk from Slocum Hall, is the main humanities and social sciences library at Syracuse University. The NA call numbers which comprise many of the architectural history, theory and design titles, are located on the fourth floor, as are the HT (urban design) books. Bird Library Learning Commons, located on the lower floors, are accessible 24 hours at many points during the semester. The Science and Technology Library is housed in the newly renovated Carnegie Library building. Students and faculty also have borrowing privileges at Moon library, on the SUNY Environmental Science and Forestry campus.

As space on the main campus is limited, parts of all University book collections and all bound periodicals, with the exception of many architecture periodicals, are warehoused off campus. Access to warehoused resources is made by request and arrives within 24 hours.

Budget/Administration/Operation

Syracuse University Libraries has primary responsibility for acquiring, cataloging, housing and preserving architecture books, periodicals, databases, online resources, and other media, including working drawings. There are no special endowed or gift funds for this subject area. Certain services like acquisitions and cataloging are administered centrally in Bird library. New architecture materials are selected by the architecture librarian, with input from faculty and library colleagues.

The overall operating budget of the library includes staff salaries, equipment, supplies, and conference travel. The architecture librarian is paid by the central library. The Syracuse University Libraries and the School of Architecture share responsibility for support of the ARR. The library maintains all the computer workstations with access to the library catalog and databases, the internet and the Microsoft Office suite. The School of Architecture provided and maintains three large format scanners for the ARR.

The School of Architecture provides other ongoing support for the ARR, including facility maintenance and student assistant wages. Daily operations including circulation, stack maintenance, and basic information delivery are carried out by these student assistants. In addition, part-time student labor is dedicated to the development of the ARR's digital image collection, produced in collaboration with the photo center, a lab located in the nearby Women's Building. All student assistants are supervised and under the direction of the architecture librarian.

Syracuse Libraries 2014-15 acquisition fund budget

Allocated Fund	FY 2014/2015 M fund alloc.	FY 2014/2015 M fund exp.	FY 2014/2015 M fund commit.	FY 2014/2015 M fund balance
Architecture(ARCHIM) one-time	\$53,425.22	\$45,797.17	\$4,829.64	\$2,798.41
ARCHIM: books	\$37,553.16	\$40,234.19	\$3,578.47	-\$6,259.50
ARCHIM AP: periodical	\$7,000.00	\$5,133.43	\$0.00	\$1,866.57
ARCHIM ER: elec. res.	\$0.00	\$3,866.00	\$0.00	-\$3,866.00
ARCHIM V: video	\$1,000.00	\$1,474.75	\$0.00	-\$474.75
ARCHIM summary	\$45,553.16	\$50,708.37	\$3,578.47	-\$8,733.68
Original allocation	\$45,553.16	\$50,708.37	\$3,578.47	-\$8,733.68
Parent fund adjusted	\$45,533.22	\$50,708.37	\$3,578.47	-\$861.62

Off campus programs

Off campus programs based in New York City, London, and Florence are important component of both the undergraduate and graduate programs and they are all served by local libraries. In London and New York, students and faculty have access to the public libraries and to academic libraries at other institutions. The London Program has access to the AA library and to the Birbeck, University of London Library, both within walking distance of the London Center. In New York City, students have access to the public library system and to Avery Library, Columbia University and the City College of New York Architecture Library. In Florence, the architecture Program is a part of the Florence Center that houses the largest English language collection among undergraduate study abroad programs in the city. The library is part of the SU Florence campus. The NA, SB, TH and HT titles total approximately 1300 volumes. In addition to Florence Program resources, the School of Architecture in Florence has a collection of approximately 1000 books, 400 periodical volumes, and 800 articles, and a growing map collection. The School also has a very large collection of digital images that are available for teaching purposes. Students and faculty also have access to the University of Florence library, the Biblioteca Nazionale and the Biblioteca delle Oblate and may request permission to use private collections (I Tatti, The Kunsthistorische Institut, and The British Institute). University Libraries support abroad program collections, but acquisition decisions for the Florence Program Library are made locally. The School of Architecture funds its collection in support curricular and research needs.

Summary of Needs and Deficiencies

Like most institutions, Syracuse University Libraries resources are limited and change is ongoing. The issues facing the Syracuse University Libraries in relation to architecture resources include:

Acquisition funding

The acquisition budget has never been sufficient to build an academic research level collection, especially for graduate student and faculty level needs. Given the School's prominence, a stronger collection is warranted. Delivery of new formats adds to the challenge and growing core resources are required for everyday use.

Provision of visual resources

While the Library subscribes to *ArtStor*, *Archivision*, and the *Phaidon Atlas*, these sources most often do not include sufficient architectural drawings, details, or other technical information. Several years ago, the library began developing a local image database to supplement its subscriptions. When the slide collection was removed from Bird Library, the ARR acquired all architecture related material. Over the past few years, the staff has been slowly digitizing and cataloging parts of the collection that are not otherwise available through subscription resources. Faculty may have digital images made at little or no cost though the University's Information Technology and Services unit.

Space for library resources

In the past several years, the library has created new space in existing buildings to meet changing student needs, thus impacting the number and locations of book stacks.

As a result of space constraints in Bird Library, the library moved all bound periodicals to a local warehouse, including the most recent issues. Because faculty and students actively use the architecture and urban design periodicals for teaching and research purposes, some of the periodical titles remained in the main library, but the School of Architecture would like to house the collection in the ARR were it to expand. Discussions among University Libraries, Design and Construction, and the School of Architecture are ongoing. Housing a larger collection in Slocum Hall would require support from all parties involved.

Although the ARR provides a convenient on-site location for core library resources, it too has limited space. The School of Architecture is working with the University's Design and Construction department to make changes in the ARR to better serve the needs of staff and patrons. It is hoped these changes will provide better shelving options and meet immediate needs.

Library policy requires that all periodical editions be bound either quarterly or annually, depending on size. Editions that are bound quarterly leave the library after three months and are immediately warehoused, leaving little time for current periodical perusal. The ARR would like to keep current periodicals available for one year.

Institutional Leadership

The School of Architecture is one of the few schools and colleges on campus that has its own reading room, although the space, the books and the architectural librarian are part of the Syracuse University Library system. The faculty are welcome to make acquisition suggestions to the architectural librarian who communicates this to University Libraries administration.

The recent decision by the University Libraries administration regarding off campus storage of periodicals caused some faculty concern. Faculty communicated this to the administration. The libraries agreed to maintain the most important and used titles on shelves in Bird for the near future.

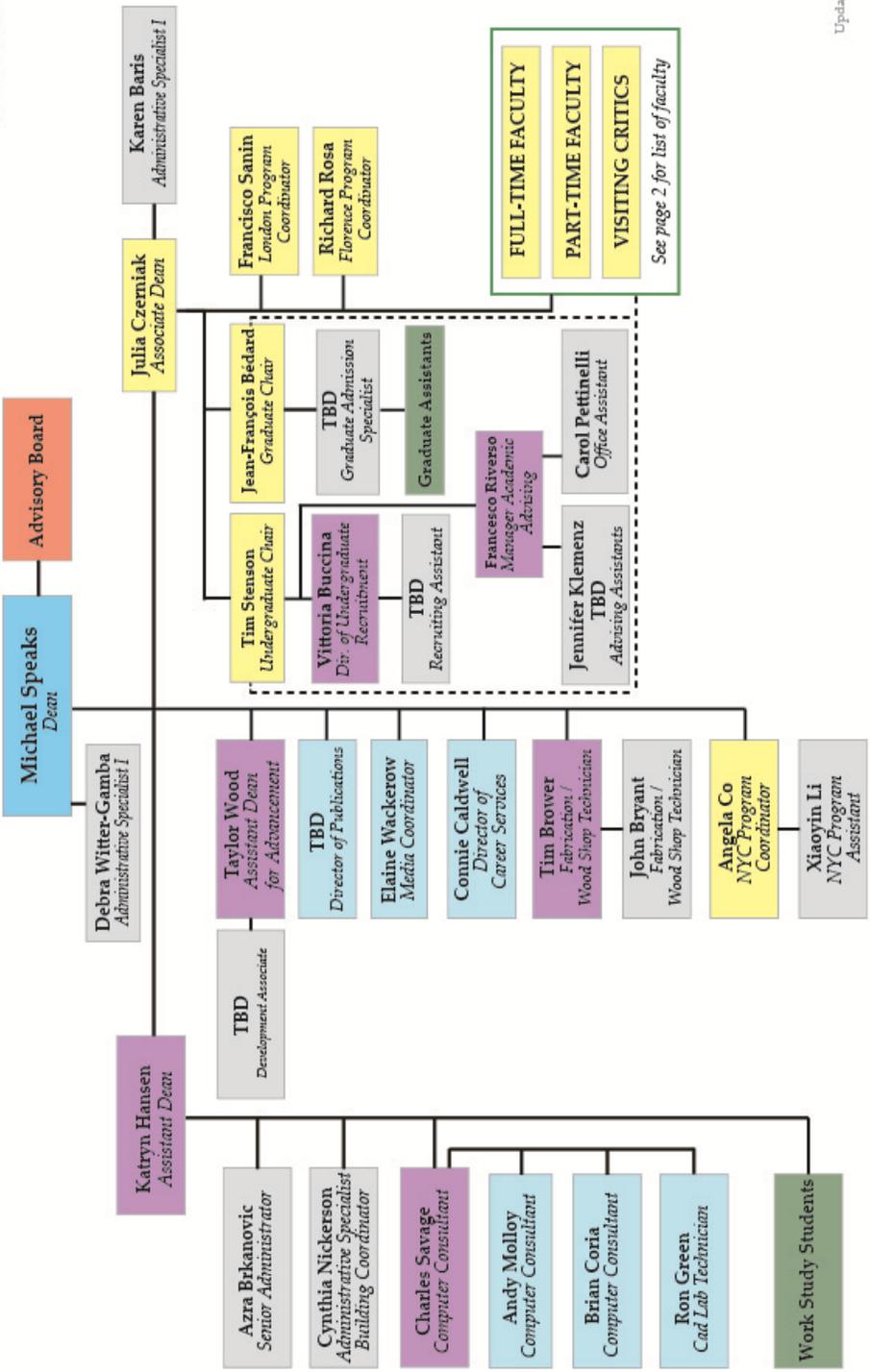
I.2.5 Administrative Structure and Governance

Administrative Structure

Syracuse University is a private corporation chartered on May 19, 1887 and led by a Board of Trustees and subject to visitation by the NY State Board of Regents (SU Charter). The University is evaluated and accredited by the Middle States Commission (MSC) on Higher Education and holds a Carnegie Classification of Research - High Research Activity. The School of Architecture is one of thirteen academic units at the University, comprising six colleges, including Arts & Sciences, Engineering & Computer Science, Falk: Sport & Human Dynamics, Law, University College and seven schools including Architecture, Education, Information, Whitman: Management, Maxwell: Citizenship & Public Affairs, Newhouse: Public Communications, and the graduate school. Twelve of these are led by academic deans, and eleven have their own faculties who approve and implement distinct curriculums. (The Graduate School has no dean and provides only administrative support for graduate study in the other schools and colleges. University College has a dean and administers continuing education and summer sessions through other units.)

SYRACUSE ARCHITECTURE

Organizational Structure



Updated January 2016

The Syracuse University Board of Trustees elects a chancellor/president as its chief executive, a vice-chancellor/provost as its chief academic officer, and other officers including a chief financial officer, treasurer, and comptroller. With approval of the chancellor and concurrence of the board, the vice-chancellor appoints academic deans to administer the programs of their respective school or college, with authority to organize its structure and appoint heads of divisions. (SU Bylaws, Art.IX, Sec.1) A University Senate comprising faculty, staff, students, and various ex-officio members further exercises, "general supervision over all educational matters concerning the University as a whole," subject to, "the direction of the Chancellor and of the Board." (Art.IX, Sec.4) Syracuse University Bylaws grant "Powers of Faculties" that include, "jurisdiction over the educational program and internal affairs of its own college or school, including such matters as requirements for admission and for graduation, curriculum and instruction, textbooks, examinations and grading, degrees and prizes," subject to University administrative supervision and senate and board approval. (Art.IX, Sec.5)

At the School of Architecture, as noted in the organizational chart (above), the Office of the Dean presently comprises some thirty administrative staff members, of which seven, including the dean, the associate dean, undergraduate and graduate program chairs, and Florence, London, and NYC program coordinators, are also faculty at the school. Dean Michael A. Speaks, PhD, began his tenure at the School on July 1st, 2013, following a one-year interim dean search period and the eight-year tenure of former Dean Mark Robbins. Other members of the Office of the Dean and their responsibilities are detailed in the 2014-15 Faculty Resource Guide. Faculty administrative expectations that bear on the educational program are detailed in Faculty Bylaws Article V, and reviewed prior to NAAB visitation.

The associate dean, formalized as recently as 2009-10 in preparation for NAAB review and owing to expansions in overall enrollment and off-campus programs, oversees all school-wide aspects of the academic program. The associate dean works closely with the undergraduate and graduate chairs who administer the specifics of their respective degree programs, and various other staff, and is the dean's key liaison to the faculty for academic matters.

The assistant dean and related staff are responsible for all non-academic administration, including financial management, faculty and staff HR matters, oversight of spaces and facilities, and organizing all-school events. (cf., 2014-15 Faculty Resource Guide) The assistant dean is the dean's key liaison to the faculty for non-academic matters including their research finances.

An associate dean of research, critical to tracking, advising, and supporting the research work of the faculty in nearly every other college and school at the University (Arts & Sciences, Engineering, Falk, Law, iSchool, Whitman, Maxwell, VPA, etc.), has not yet been supported by the University at the School of Architecture.

The dean regularly convenes an Executive Committee of the associate dean, assistant dean, and program chairs.

Involvement in Governance

Faculty have various significant involvements with school governance. The faculty's primary involvement with self-governance involves participation in faculty meetings that are scheduled, chaired, and their agendas written by the administration. Faculty meeting participation depends on one's contract status. There are roughly forty-one full-time equivalent faculty (with some 50% tenured, 25% tenure-track, 25% non-tenure track) who should attend meetings, and who, "retain all rights to propose business, discuss it and vote at meetings." (SoA Faculty Bylaws, Art.III, Sec.3) There are also roughly six to ten part-time faculty, including semesterly visiting critics, who need not attend meetings, and who, "may discuss business at meetings but may neither propose new business nor vote." (ibid) In practice, faculty meeting agendas generally prevent new business from being proposed; instead, new business tends to be administratively pre-approved and then placed on the agenda.

The faculty's secondary but deeper involvement with governance involves their service roles in faculty-

elected or dean-appointed committees or service representative positions, within certain agreed upon limits of rank, experience, and expertise. Tenured and tenure-track faculty are generally eligible for election to the School's four standing committees and two school representative titles:

- 1) University Senate - five School representatives
- 2) Re-Appointment, Promotion and Tenure Committee - six tenured members
- 3) Faculty Search Committee - two tenured, two tenure-track, & two at-large members
- 4) Curriculum Committee - one history/theory, one tech/structures, two tenured & two tenure-track
- 5) Faculty Bylaws Committee - two tenured, two tenure-track, and two at-large members
- 6) the American Collegiate Schools of Architecture - one School representative

All faculty are also generally eligible for any number of dean-appointed committees:

- 1) Admissions, Undergraduate & Graduate - involving portfolio review
- 2) Exhibitions - involving design/production and student assistance
- 3) Lectures - involving scheduling, introductions, and hosting
- 4) Technology & Space - involving strategic planning for facilities
- 5) NAAB - involving APR development and NAAB visit preparations
- 6) Honors - involving SU teaching and advising responsibilities with salary reward

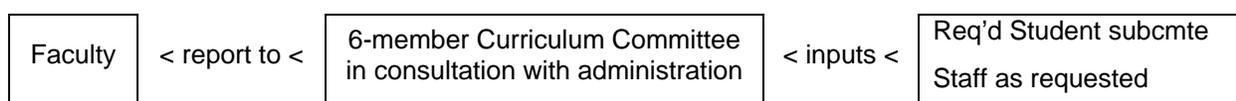
Faculty have expressed a strong interest in greater self governance since our last accreditation. In May 2012, they adopted new School of Architecture Faculty Bylaws superseding a 1968 policy that had long since conceded governance development to independently written committee bylaws and guidelines (i.e., RPT, Search and Curriculum). These committee documents are themselves scheduled for rewriting over the next five years by their respective committees which will be overseen by the newly instituted Bylaws Committee. (SoA Faculty Bylaws, Art.VIII, Sec.8)

Faculty lead curriculum development in required consultation with students and with varying degrees of staff consultation and support. As noted earlier, University Bylaws impart jurisdictional authority over curriculum and instruction to faculty. At the School of Architecture, the faculty's primary means for exercising that jurisdiction rests with a standing Curriculum Committee that reports to the faculty. As defined in the most recent Faculty Bylaws, the committee is composed of six members (noted above) holding two-year term seats. Further, the dean and associate dean may not serve on the committee, while the undergraduate and graduate chairs, unless otherwise elected to the committee, are always at least ex-officio non-voting members.

The Curriculum Committee's standing charge, approved in Spring 2014, is to oversee the curriculum and research and report on changes to its development. The Curriculum Committee may further be charged to study or develop proposals on curriculum changes, mindful of their operational implications. Under this provision, and in response to urgent faculty concerns over advisement loads, the 2014-15 committee's entire efforts were channeled into developing a replacement for the School's thesis advising to support a directed-research instruction model. In fall 2014, the faculty voted to retract students' prior voting rights on the curriculum committee in favor of requiring the committee to consult a "student subcommittee." Beyond Curriculum Committee consultation, various faculty-led initiatives have invited students to advance discussions on studio culture that may further enable student perspectives on learning environment concerns to influence curriculum development.

The School of Architecture staff are a valued and vital information resource for the curriculum committee's development of reports.

A chart or graphic that illustrates the description.



II.1.1 Student Performance Criteria

Accredited Degree Program Matrices

B.Arch SPC Matrix

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5		
SPC expected to have been met in preparatory education																												
X																												
SPC met in NAAB-accredited program																												
	Realm A								Realm B										Realm C			Realm D						
Design																												
ARC 107		X				X																						
ARC 108			X	X	X																							
ARC 207				X	X					X																		
ARC 208					X					X																		
ARC 307		X				X														X	X							
ARC 407																												
ARC 408																												
ARC 409			X			X			X	X	X	X			X	X					X	X						
ARC 505			X																		X							
ARC 508				X																	X	X						
Structures																												
ARC 211													X															
ARC 311													X															
Technology																												
ARC 121														X														
ARC 222												X			X	X												
ARC 322								X		X			X								X							
ARC 423										X	X	X	X	X	X	X	X											
History																												
ARC 133							X	X																				
ARC 134							X	X																				
Theory																												
ARC 141	X						X	X																				
ARC 242		X																										
Professional Practice																												
ARC 181	X																											
ARC 182	X																											
ARC 585									X												X		X	X	X	X	X	

M.Arch SPC Matrix

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5		
SPC expected to have been met in preparatory education																												
SPC met in NAAB-accredited program																												
	Realm A								Realm B										Realm C			Realm D						
Design																												
ARC 604		X				X																						
ARC 605		X	X	X	X	X				X																		
ARC 606				X	X				X	X																		
ARC 607		X			X	X			X	X	X	X			X	X			X	X	X							
ARC 608																												
ARC 609																												
ARC 505			X																									
ARC 998				X															X									
Structures																												
ARC 611													X															
ARC 612													X															
Technology																												
ARC 621												X			X	X												
ARC 622									X		X			X					X									
ARC 623											X	X	X	X	X	X	X											
History																												
ARC 639								X	X																			
Theory																												
ARC 641	X		X																									
ARC 642								X	X																			
Professional Practice																												
ARC 681	X																											
ARC 682	X																											
ARC 585									X									X				X	X	X	X	X		

Pedagogy and Methodology to Address Realm C (Integrative Design)

The Comprehensive Design Studio is the primary vehicle to address the criteria listed in Realm C (C.1: Research; C.2: Integrated Evaluation and Decision-Making Design Process; C.3: Integrative Design). The studio addresses the deployment of building systems, materials, and construction processes to achieve architectural effects and optimal technical performance. Throughout the semester, students tackle a simple program adapted to a specific site. After a brief preliminary design phase, they are required to develop their initial parti by considering structural and technical systems that are introduced by the instructors sequentially throughout the semester. Instructors convey their expertise in lectures that are supported by documentation accessible to students. Guest specialists lecture on real-world case studies in their areas of technical expertise that range from sustainable building systems to high performance materials. The final evaluation of student work focuses equally on their technical mastery as it does on the integration of systems in students' architectural intentions.

Assessing Student Work (i.e., “high” v. “low” pass)

The following grading guidelines are used by all design instructors when awarding grades in all design studio courses:

- 'A' Performance of **superior quality**, intellectually, formally and technically. There is clear evidence of genuine talent and architectural insight. Reserved for work that is extremely sound and not merely flashy.
- 'B' Performance of **good quality** that has aesthetic merit and technical competence, although some problems are noted. Work reflects a solid commitment to the learning process and an understanding of the issues.
- 'C' Performance of **acceptable quality** that meets the basic goals of the exercise is presented in a complete manner and does not contain serious errors of judgment or omission.
- 'D' Performance of **inferior quality** that may reflect a conscientious effort on the part of the student, but contains many serious errors of judgment, lacks aesthetic skill and/or is incomplete in presentation. The work does not meet the instructional goals in several areas.
- 'F' Performance that is **seriously deficient** in merit and effort. Given to those projects that reflect a lack of class attendance, significant incompleteness and/or lack of interest in the subject material. Student should be counseled about commitment to studies and the possibility of transferring out of architecture.

Studio work is graded on the basis of actual performance rather than potential. Performance in this case is defined as a combination of intention, participation, and production.

II.2.1 Institutional Accreditation

✓ cc: Andria Starice



RECEIVED

NOV 26 2013

CHANCELLOR'S OFFICE

November 22, 2013

Dr. Nancy Cantor
Chancellor and President
Syracuse University
Crouse Hinds Hall, Suite 600
900 S. Crouse Ave.
Syracuse, NY 13244-2130

Dear Dr. Cantor:

At its session on November 21, 2013, the Middle States Commission on Higher Education acted:

To accept the Periodic Review Report and to reaffirm accreditation. The next evaluation visit is scheduled for 2017-2018.

Enclosed for your information is a copy of the Statement of Accreditation Status for your institution. The Statement of Accreditation Status (SAS) provides important basic information about the institution and its affiliation with the Commission, and it is made available to the public in the Directory of Members and Candidates on the Commission's website at www.msche.org. Accreditation applies to the institution as detailed in the SAS; institutional information is derived from data provided by the institution through annual reporting and from Commission actions. If any of the institutional information is incorrect, please contact the Commission as soon as possible.

Please check to ensure that published references to your institution's accredited status (catalog, other publications, web page) include the full name, address, and telephone number of the accrediting agency. Further guidance is provided in the Commission's policy statement *Advertising, Student Recruitment, and Representation of Accredited Status*. If the action for your institution includes preparation of a progress report, monitoring report or supplemental report, please see our policy statement on *Follow-up Reports and Visits*. Both policies can be obtained from our website.

Please be assured of the continuing interest of the Commission on Higher Education in the well-being of Syracuse University. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Tito Guerrero, Vice President.

Sincerely,

R. Barbara Gitenstein, Ph.D.
Chair

The Middle States Commission on Higher Education accredits institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and other locations abroad.



STATEMENT OF ACCREDITATION STATUS

SYRACUSE UNIVERSITY
Crouse Hinds Hall, Suite 600
900 S. Crouse Ave.
Syracuse, NY 13244-2130
Phone: (315) 443-1870; Fax: (315) 443-3503
www.syr.edu

Chief Executive Officer: Dr. Nancy Cantor, Chancellor and President

INSTITUTIONAL INFORMATION

Enrollment (Headcount): 14798 Undergraduate; 6231 Graduate
Control: Private (Non-Profit)
Affiliation: United Methodist Church
Carnegie Classification: Research - High Research Activity
Degrees Offered: Postsecondary Certificate (< 1 year), Associate's, Bachelor's, Postbaccalaureate Certificate, Master's, Post-Master's Certificate, Doctor's - Professional Practice, Doctor's - Research/Scholarship;

Distance Education Programs: Yes

Accreditors Approved by U.S. Secretary of Education: American Bar Association, Council of the Section of Legal Education and Admissions to the Bar; American Psychological Association, Commission on Accreditation; American Speech-Language-Hearing Association, Council on Academic Accreditation in Audiology and Speech-Language Pathology; National Association of Schools of Art and Design, Commission on Accreditation; National Association of Schools of Music, Commission on Accreditation; National Council for Accreditation of Teacher Education

Other Accreditors: Accreditation Association for Ambulatory Health Care; Accreditation Board of Engineering and Technology; Accrediting Council on Education in Journalism & Mass Communications; American Association of Intensive English Programs; American Bar Association – Standing Committee on Paralegals; American Chemical Society; American Library Association, Committee on Accreditation; Commission on Accreditation for Dietetic Education; Commission on Accreditation for Marriage & Family Therapy Education; Council for Accreditation of Counseling and Related Educational Programs; Council for Interior Design Accreditation; Council on Social Work Education; International Association of

Counseling Services; National Alliance of Concurrent Enrollment Partnerships; National Architectural Accrediting Board; National Association for the Education of Young Children; National Association of Schools of Public Affairs and Administration; The Association to Advance Collegiate Schools of Business

Instructional Locations

Branch Campuses: None

Additional Locations: DeGroote School of Business, McMaster University, Canada; Syracuse University Florence Center, Piazza Savonarola 15, Florence, Italy.

Other Instructional Sites: 618 Irving Ave, Syracuse, NY; Adirondack High School, Boonville, NY; Allegany-Limestone High School, Allegany, NY; Amityville Memorial High School, Amityville, NY; Archbishop Williams High School, Braintree, MA; Arlington High School, Arlington, MA; Auburn High School, Auburn, NY; Babylon Jr-Sr High School, Babylon, NY; Ballston Spa High School, Ballston Spa, NY; Bergen County Technical High School, Teterboro, NJ; Bergenfield High School, Bergenfield, NJ; Berkley High School, Berkley, MI; Bethlehem Central High School, Delmar, NY; Bethpage High School, Bethpage, NY; Bishop Grimes Jr. Sr. High School, East Syracuse, NY; Brewster High School, Brewster, NY; Briarcliff Manor High School, Briarcliff Manor, NY; Brighton High School, Rochester, NY; Broadalbin-Perth High School, Broadalbin, NY; Broome-Tioga BOCES, Binghamton, NY; Camden High School, Camden, NY; Camden Hills Regional High School, Rockport, ME; Canastota High School, Canastota, NY; Center Moriches High School, Center Moriches, NY; Central Catholic High School, Lawrence, MA; Central Islip Senior High School, Central Islip, NY; Chittenango Senior High School, Chittenango, NY; Cicero - North Syracuse High School, Cicero, NY; Clarence High School, Clarence, NY; Clarkstown North High School, New City, NY; Clarkstown South High School, West Nyack, NY; Clinton Central School, Clinton, NY; Clyde-Savannah High School, Clyde, NY; Commack High School, Commack, NY; Connetquot High school, Bohemia, NY; Corcoran High School, Syracuse, NY; Corinth High School, Corinth, NY; Corning-Painted Post E. High School, Corning, NY; Corning-Painted Post W. High School, Painted Post, NY; Dubai American Academy, Dubai, United Arab Emirates; Duxbury High School, Duxbury, MA; East Hampton High School, East Hampton, NY; East Meadow High School, East Meadow, NY; East Syracuse-Minoa High School, East Syracuse, NY; Eastport/South Manor Jr. Sr. High School, Manorville, NY; Edmeston Central School, Edmeston, NY; Edward Little High School, Auburn Heights, ME; Fabius-Pompey High School, Fabius, NY; Fairport High School, Fairport, NY; Fayetteville-Manlius High School, Manlius, NY; Fowler High School, Syracuse, NY; Fox Lane High School, Mt. Kisco, NY; Franklinville Central School, Franklinville, NY; Fryburg Academy, Fryburg, ME; Gates Chili High School, Rochester, NY; George F. Baker Tuxedo High School, Tuxedo, NY; Glen Cove High School, Glen Cove, NY; Glen Rock High School, Glen Rock, NJ; Glens Falls Sr. High School, Glens Falls, NY; Gloversville High School, Gloversville, NY; Gorton High School, Yonkers, NY; Grant Middle School, Syracuse, NY; Granville High School, Granville, NY; Greenberg House, Washington, DC; Greene High School, Greene, NY; Greenville High School, Greenville, NY; Guilderland Central High School, Guilderland Center, NY; Harrison High School, Harrison, NY; Hasbrouck Heights High School, Hasbrouck Heights, NJ; Hastings High School, Hastings-on-Hudson, NY; Hauppauge High School, Hauppauge, NY; Hempstead High School, Hempstead, NY; Hendrick Hudson High

School, Schenectady, NY; Seaford High School, Seaford, NY; Secaucus High School, Secaucus, NJ; Shenendehowa High School, Clifton Park, NY; Sleepy Hollow High School, Sleepy Hollow, NY; Smithtown High School East, St. James, NY; Smithtown High School West, Smithtown, NY; Sodus High School, Sodus, NY; Solvay High School, Solvay, NY; Somers High School, Lincolndale, NY; South Glens Falls Senior High School, South Glens Falls, NY; South Kent School, South Kent, CT; Southern Cayuga High School, Aurora, NY; Spark Gallery Art School, Syracuse, NY; Spencerport High School, Spencerport, NY; Spring Valley High School, Spring Valley, NY; Stockbridge Valley Central High School, Munnsville, NY; SU Architecture NYC, New York, NY; SU Los Angeles, 4312 Woodman Ave, Suite 302, Sherman Oaks, CA; Suffern High School, Suffern, NY; Sullivan County BOCES, Liberty, NY; Sullivan West High School, Lake Huntington, NY; SUNY Environmental Science & Forestry, Syracuse, NY; SUNY Health Science Center, Syracuse, NY; Syosset High School, Syosset, NY; Syracuse Technology Garden, Syracuse, NY; T.R. Proctor Senior High School, Utica, NY; Tepper Drama Program-NYC, New York, NY; The Bronx High School of Science, Bronx, NY; The Wheatley School, Old Westbury, NY; Thousand Islands High School, Clayton, NY; Tuckahoe High School, Eastchester, NY; Unadilla Valley Central School, New Berlin, NY; Uniondale High School, Uniondale, NY; Valley Stream South High School, Valley Stream, NY; Vernon Township High School, Vernon, NJ; W A T C H High School, Brooklyn, NY; W. Tresper Clarke High School, Westbury, NY; Wantagh High School, Wantagh, NY; Ward Melville High School, East Setauket, NY; Warwick Valley High School, Warwick, NY; Washingtonville High School, Washingtonville, NY; Watertown High School, Watertown, NY; West Genesee High School, Camillus, NY; West Islip High School, West Islip, NY; West Seneca East Sr. High School, West Seneca, NY; West Seneca West Sr. High School, West Seneca, NY; West Side Learning Center, Syracuse, NY; Westhampton Beach Senior High School, Westhampton Beach, NY; Westhill High School, Syracuse, NY; White Plains High School, White Plains, NY; Xaverian High School, Brooklyn, NY; Yorktown High School, Yorktown Heights, NY.

ACCREDITATION INFORMATION

Status: Member since 1921

Last Reaffirmed: November 21, 2013

Most Recent Commission Action:

November 21, 2013: To accept the Periodic Review Report and to reaffirm accreditation. The next evaluation visit is scheduled for 2017-2018.

Brief History Since Last Comprehensive Evaluation:

June 26, 2008: To reaffirm accreditation and to commend the institution for the quality of the self-study process. The Periodic Review Report is due June 1, 2013.

Next Self-Study Evaluation: 2017 - 2018

Next Periodic Review Report: 2023

Date Printed: November 22, 2013

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Yes or No indicates whether or not the institution has been approved to offer one or more degree or certificate/diploma programs for which students could meet 50% or more of their requirements by taking distance education courses.

EXPLANATION OF COMMISSION ACTIONS

An institution's accreditation continues unless it is explicitly suspended or removed. In addition to reviewing the institution's accreditation status at least every 5 years, actions are taken for substantive changes (such as a new degree or geographic site, or a change of ownership) or when other events occur that require review for continued compliance. Any type of report or visit required by the Commission is reviewed and voted on by the Commission after it is completed.

In increasing order of seriousness, a report by an institution to the Commission may be accepted, acknowledged, or rejected.

Levels of Actions:

Grant or Re-Affirm Accreditation without follow-up

Defer a decision on initial accreditation: The institution shows promise but the evaluation team has identified issues of concern and recommends that the institution be given a specified time period to address those concerns.

Postpone a decision on (reaffirmation of) accreditation: The Commission has determined that there is insufficient information to substantiate institutional compliance with one or more standards.

Continue accreditation: A delay of up to one year may be granted to ensure a current and accurate representation of the institution or in the event of circumstances beyond the institution's control (natural disaster, U.S. State Department travel warnings, etc.)

Recommendations to be addressed in the next Periodic Review Report: Suggestions for improvement are given, but no follow-up is needed for compliance.

Supplemental Information Report: This is required when a decision is postponed and are intended only to allow the institution to provide further information, not to give the institution time to formulate plans or initiate remedial action.

Progress report: The Commission needs assurance that the institution is carrying out activities that were planned or were being implemented at the time of a report or on-site visit.

Monitoring report: There is a potential for the institution to become non-compliant with MSCHE standards; issues are more complex or more numerous; or issues require a substantive, detailed report. A visit may or may not be required.

Warning: The Commission acts to Warn an institution that its accreditation may be in jeopardy when the institution is not in compliance with one or more Commission standards and a follow-up report, called a monitoring report, is required to demonstrate that the institution has made appropriate improvements to bring itself into compliance. Warning indicates that the Commission believes that, although the institution is out of compliance, the institution has the capacity to make appropriate improvements within a reasonable period of time and the institution has the capacity to sustain itself in the long term.

Probation: The Commission places an institution on Probation when, in the Commission's judgment, the institution is not in compliance with one or more Commission standards and that the non-compliance is sufficiently serious, extensive, or acute that it raises concern about one or more of the following:

1. the adequacy of the education provided by the institution;
2. the institution's capacity to make appropriate improvements in a timely fashion; or
3. the institution's capacity to sustain itself in the long term.

Probation is often, but need not always be, preceded by an action of Warning or Postponement. If the Commission had previously postponed a decision or placed the institution on Warning, the Commission may place the institution on Probation if it determines that the institution has failed to address satisfactorily the Commission's concerns in the prior action of postponement or warning regarding compliance with Commission standards. This action is accompanied by a request for a monitoring report, and a special visit follows. Probation may, but need not always, precede an action of Show Cause.

Suspend accreditation: Accreditation has been Continued for one year and an appropriate evaluation is not possible. This is a procedural action that would result in Removal of Accreditation if accreditation cannot be reaffirmed within the period of suspension.

Show cause why the institution's accreditation should not be removed: The institution is required to present its case for accreditation by means of a substantive report and/or an on-site evaluation. A "Public Disclosure Statement" is issued by the Commission.

Remove accreditation. If the institution appeals this action, its accreditation remains in effect until the appeal is completed.

Other actions are described in the Commission policy, "Range of Commission Actions on Accreditation."

II.2.2 Professional Degrees and Curriculum

Degrees Offered

Bachelor of Architecture (B.Arch)
(162 undergraduate credit hours)

Master of Architecture (M.Arch)
(non pre-professional degree plus 110 credit hours)

B.Arch

The B.Arch program is designed to conform with the requirements outlined by the National Architectural Accreditation Board, the New York State Education Department, the Middle States Association of Colleges and Schools, and Syracuse University, which subjects all courses and curricula to review by the University Senate Committee on Curricula and approval by the full University Senate.

The B.Arch curriculum (outlined below in two formats) consists of 162 credit hours (c. h.) of coursework, including 102 c. h. of required architecture courses in the subject areas of design, history, theory, technology, structures, representation, and professional requirements, and 18 c. h. of professional electives. It also includes 9 c. h. of Arts & Sciences requirements, along with 21 c. h. of Arts & Sciences electives, and 12 c. h. of open electives. One of the curriculum charts below shows a typical path through the curriculum over the baseline five years of study. Students most often register for 18 c. h. per term during the first two and a half years, then to 15 c. h. per semester, with many students taking 12 c. h. (the minimum permitted for full-time registration) during their final semester. A small number of students each year complete their thesis term on a part-time basis in order to lower their course load below 12 c. h.

B.Arch curriculum: requirements

COURSE	CH	GR	
ARC 107	6		54 ch Design
ARC 108	6		
ARC 207	6		
ARC 208	6		
ARC 307	6		
ARC 407	6		
ARC 408	6		
ARC 409	6		
ARC 508	6		
ARC 133	3		12 ch History
ARC 134	3		
ARC HIST	3		
ARC HIST	3		
ARC 141	3		6 ch Theory
ARC 242	3		
ARC 121	3		12 ch Technologies
ARC 222	3		
ARC 322	3		
ARC 423	3		
ARC 211	3		6 ch Structures
ARC 311	3		
ARC 181	3		12 ch Professional Requirements
ARC 182	3		
ARC 505	3		
ARC 585	3		
PE	3		18 ch Professional Electives
PE	3		
WRT 105	3		6 ch Writing Sequence
WRT 205	3		
STRUC PREP	3		Prerequisite for ARC 211: PHY 101 or MAT 221 or MAT 285 or MAT 295
A&S ELEC	3		21 ch Arts and Science Electives
A&S ELEC	3		
OPEN ELEC	3		12 ch Open Electives PED courses do not count towards degree
OPEN ELEC	3		
OPEN ELEC	3		
OPEN ELEC	3		

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B. Arch Course Sequence

	Fall	Spring	Sum	Fall	Spring	Sum	Fall	Spring	Sum	(Off Campus)	(Off Campus)	Sum	Fall	Spring	Total Credit Hours
Design	ARC 107 (6 ch)	ARC 108 (6 ch)		ARC 207 (6 ch)	ARC 208 (6 ch)		ARC 307 (6 ch)	ARC 407 (6 ch)			ARC 408 (6 ch)	ARC 409 (6 ch)		ARC 508 (6 ch)	54
History/ Theory	ARC 141 (3 ch)	ARC 133 (3 ch)		ARC 134 (3 ch)	ARC 242 (3 ch)						ARC HIST (3 ch)	ARC HIST (3 ch)			18
Technologies		ARC 121 (3 ch)		ARC 222 (3 ch)			ARC 322 (3 ch)				ARC 423 (3 ch)				12
Structures					ARC 211 (3 ch)		ARC 311 (3 ch)								6
Professional Requirements	ARC 181 (3 ch)	ARC 182 (3 ch)											ARC 505 (3 ch)	ARC 585 (3 ch)	12
Professional Electives								Prof. Elective (3 ch)			Professional Elective (3 ch)	Professional Elective (3 ch)	Professional Elective (3 ch)	Professional Elective (3 ch)	18
A&S Requirements	WRT 105 (3 ch)	Structures Prep (3 ch)			WRT 205 (3 ch)										9
A&S Electives				A&S Elective (3 ch)	A&S Elective (3 ch)		A&S Elective (3 ch)					A&S Elective (3 ch)	A&S Elective (3 ch)		21
Open Electives								Open Elective (3 ch)					Open Elective (3 ch)	Open Elective (3 ch)	12
Total Credit Hours	15	18		18	18		18	15			15	15	15	15	162

M.Arch

The M.Arch curriculum (outlined below in two formats) consists of 110 credit hours (c. h.) of coursework, including 92 c. h. of required architecture courses in the subject areas of design, media, history, theory, technology, and structures, as well as 12 c. h. of professional electives. It also includes 6 c. h. of open electives. One of the curriculum charts below shows a typical path requiring 15-16 c. h. per semester over the baseline 3.5 years of study. All students may apply for waived credit for courses taken during their undergraduate studies that duplicate the content of required courses in the M.Arch program. Graduate School rules allow no more than 30% of credits toward a degree to be waived (in this case 33 c. h.). As part of the application process, students may request advanced standing in design (usually two studios, 604 and 605), which is granted based upon review of portfolios by the admission committee. Faculty members teaching in other areas of the curriculum grant equivalent credit during orientation week.

M.Arch curriculum: requirements

COURSE	CH	GR	
ARC 604	6		} ——— 45 ch Design
ARC 605	6		
ARC 606	6		
ARC 607	6		
ARC 608	6		
ARC 609	6		
ARC 998	6		
ARC 639	3		} ——— 12 ch History
ARC HIST	3		
ARC HIST	3		
ARC HIST	3		} ——— 6 ch Theory
ARC 641	3		
ARC 642	3		
ARC 621	4		} ——— 15 ch Technologies
ARC 622	4		
ARC 623	4		
ARC 611	4		} ——— 8 ch Structures
ARC 612	4		
ARC 681	3		} ——— 12 ch Professional Requirements
ARC 682	3		
ARC 505	3		
ARC 585	3		
PE	3		} ——— 12 ch Professional Electives
PE	3		
PE	3		
PE	3		
OPEN ELEC	3		} ——— 6 ch Open Electives
OPEN ELEC	3		

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M.Arch Course Sequence

	DESIGN/MEDIA	HISTORY/THEORY	STRUCTURES/TECHNOLOGY	ELECTIVES
FALL	ARC 604 ARCHITECTURAL DESIGN I 6	ARC 641 INTRODUCTION TO ARCHITECTURAL DISCOURSE 3	ARC 621 BUILDING SYSTEMS DESIGN I 4	
	ARC 681 MEDIA I 3			
SPRING	ARC 605 ARCHITECTURAL DESIGN II 6	ARC 639 ARCHITECTURAL HISTORY PRINCIPLES 3	ARC 611 STRUCTURES I 4	
	ARC 682 MEDIA II 3			
FALL	ARC 606 ARCHITECTURAL DESIGN III 6		ARC 612 STRUCTURES II 4	
		HISTORY ELECTIVE 3		PROFESSIONAL ELECTIVE 3
SPRING	ARC 607 ARCHITECTURAL DESIGN IV 6	ARC 642 ARCHITECTURAL THEORY & DESIGN RESEARCH 3	ARC 622 BUILDING SYSTEMS DESIGN II 4	
		HISTORY ELECTIVE 3		
FALL	ARC 608 ARCHITECTURAL DESIGN V 6			ARC 571 FIELD SURVEY OF ITALIAN / BRITISH ARCHITECTURE / PE 3
		HISTORY ELECTIVE 3		OPEN ELECTIVE ITALIAN LANGUAGE 3 0
SPRING	ARC 609 ARCHITECTURAL DESIGN VI 6		ARC 623 ADVANCED BUILDING SYSTEMS 4	PROFESSIONAL ELECTIVE 3
	ARC 505 THESIS PREPARATION 3			
FALL	ARC 998 DESIGN VII - THESIS 6		ARC 585 PROFESSIONAL PRACTICE 3	PROFESSIONAL ELECTIVE 3
				OPEN ELECTIVE 3

Minors

Students can complete minors in approximately 80 fields of study, including those offered by the adjacent State University of New York College of Environmental Science and Forestry (SUNY ESF). In an average year, one quarter of graduating B.Arch students have completed a minor in a second field of study. Popular minors include anthropology, construction management, entrepreneurship, geography, public affairs, and sociology.

Minimum Credit hours Per Semester

B.Arch

Minimum semester credit hours to be full-time: 12 credits

M.Arch

Minimum semester credit hours to be full-time: 9 credits

Off-Campus (Global) Programs

Study abroad is a key component of the B.Arch and M.Arch programs and is integrated into both curricula. The School of Architecture operates full-time, semester-long architecture programs in three locations beyond the home campus: a long-established program in Florence; a more recently developed program in London; and a new program in New York City. Syracuse University has long been a leader in study abroad. It currently runs full-time study programs in eight (8) foreign locations. These are complemented by short-term courses in many other parts of the world. Partnerships allow Syracuse students to learn at other universities internationally. The School of Architecture is a leader within the University with the highest rate of participation in study abroad and off campus programs of any unit. Of the eligible Class of 2016 students, 92% of undergraduates and 76% of graduate students are spending at least one semester studying in Florence, London, or NYC, while 66% of undergraduates and 8% of graduate students are spending two semesters studying off campus.

Florence Architecture Program

Length of Stay:

Semester-long program consisting of a *required* curriculum of: 6 c. h. architectural design studio, 3 c. h. architecture field studies analysis course, 3 c. h. Italian language requirement, plus one 3 c. h. elective which can be an architecture degree requirement professional elective, an architecture degree requirement history elective, or an open elective from any of the areas of history of art, fine arts, management, business or other courses offered through the various academic departments at SU Florence.

Enrollment capacity:

30 students per semester. Students attend the program for one semester.

Facilities:

The Villa Rossa is the main campus building for Syracuse University Florence which operates as a small campus of five buildings clustered around Piazza Savonarola and serving the multi-disciplinary population of Syracuse University Florence. Architecture students have access to the full spectrum of facilities, including a dedicated library, lecture hall, private garden, visual resources lab, and a café along with classrooms and offices. The Architecture program is located in Piazzale Donatello and includes an administrative office, two design studios, a small library/seminar room, a model shop, computing space, and a faculty office.

Recent Course Offerings:

ARC 300.1	<i>Mediterranean City</i> cross-listed with HOA	McLean	PE
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ARC 335	<i>Renaissance Architecture in Italy</i> cross-listed with HOA	McLean	HIST
ARC 332	<i>16th C Italian Architecture</i> cross-listed with HOA	Ingersoll	HIST
ARC 500.1	<i>Modern Art + Architecture in Italy</i> cross-listed with HOA	Ingersoll	PE
ARC 500.2	<i>Sustainable Urbanism in Europe</i>	Ingersoll	PE
ARC 571	<i>Survey of Italian Architecture</i>	Rosa/Ponsi	PE
ARC 407	<i>Architectural Design VI</i>	Rosa/Iacovoni	DESIGN
ARC 408	<i>Architectural Design VII</i>	Rosa/Ponsi	DESIGN
ARC 608	<i>Architectural Design V</i>	Rosa	DESIGN
ARC 609	<i>Architectural Design VI</i>	Rosa	DESIGN

London Architecture Program

Length of Stay: Semester-long program consisting of 6 CH design studio plus a 3CH field studies course, and a choice of a History Elective or one of many 3 CH elective courses offered by other departments.

Enrollment capacity: up to 30 students per semester. Students attend the program for one semester.

Facilities: Faraday House, a five story, two-building mini-campus in Bloomsbury that houses Syracuse University London. In addition to a full range of facilities, from classrooms and offices to auditorium, photography studio, and lounges, Faraday House contains two studio spaces and classrooms used by the architecture program, as well as a model making studio and a printing space. Students have use of the University of London libraries, the Architectural Association Library, and all online library resources of Syracuse University. They receive memberships to the Architectural Association in nearby Bedford Square.

Recent Course Offerings:

500.1	<i>Philosophy of Technology</i>	Litwack	PE
561	<i>Survey of British Architecture</i>	Ruivio/Sanin	PE
500	<i>Architecture of Destruction: a History of London's Built Environment</i>	Caily	HIST
500	<i>London Open City</i>	Bishop	PE
ARC 407	<i>Architectural Design VI</i>	Sanin/ Sacconi	DESIGN
ARC 408	<i>Architectural Design VII</i>	Sanin/ Sacconi	DESIGN
ARC 608	<i>Architectural Design V</i>	Sanin/ Sacconi	DESIGN
ARC 609	<i>Architectural Design VI</i>	Sanin/ Sacconi	DESIGN

New York City Program

Length of Stay: Semester-long program consisting of a 6 c. h. design studio plus two required 3 c. h. professional elective courses, and one additional professional elective chosen between field studies and academic internship.

Enrollment capacity: up to 30 students per semester.

Facilities: Syracuse University's Fisher Center, located at 31st Street and Madison Avenue in midtown Manhattan. The architecture program has a dedicated studio with six computer workstations connected to the SoA network, a plot room, and a model making room. Fabrication and printing equipment include two

cnc papercutters, one 3d printer, two hot-wire foam cutters, plotter and laserjet printers. Other shared spaces include classrooms equipped with digital projectors, a lecture hall, a student kitchenette and eating area, and offices for faculty and program administrators. Students have access to all online library resources of Syracuse University while studying at Fisher Center. Agreement has also been made between the City College of New York and SU to allow SU students to utilize CCNY architectural library on site. The program also encourages students to sign up for New York Public Library and other public libraries in New York to fully take advantage of the city's resources. Students also receive American Alliance Museum membership to access all NYC museums and cultural institutions that honors the membership.

Recent Course Offerings

ARC 407	<i>Architectural Design VI</i>	Co +	DESIGN
ARC 408	<i>Architectural Design VII</i>	Co +	DESIGN
ARC 608	<i>Architectural Design V</i>	Co +	DESIGN
ARC 609	<i>Architectural Design VI</i>	Co +	DESIGN
ARC 568.701	<i>Real Estate Design & Development</i>	Amsler	PE (fall only)
ARC 500.702	<i>NYC City Planning</i>	Shumaker	PE
ARC 500.703	<i>Survey of NYC Architecture</i>	Co/Li	PE
ARC 568.701	<i>Purposes of Architectural Research</i>	Inaba	PE (spring only)

All above courses were required courses.

Since the official opening of the Fisher Center, we have used the New York Program as a base of operations for the Rubin Global Design Studio, which allows students to travel internationally to study architectural precedents and participate in overseas design projects. Students have most recently traveled to Taipei, Taiwan and Rosario, Argentina for the enrichment of their architectural education.

Other Degree Programs

N/A

Use of Massive Open Online Courses (MOOCs)

N/A

Progress for Title Changes

The non-accredited, post professional degree "M.Arch II" degree became an "M.S. in Architecture" as of July 2014.

II. 3_Evaluation of Preparatory Education

Undergraduate Evaluation

Admission to the Syracuse University School of Architecture is the result of a two-fold process. Applicants must complete a standard Syracuse University admission application and submit a portfolio to the School of Architecture. Candidates for admission can browse the website to learn about the program, the application, and the review/admission process.

Admission to the undergraduate program is competitive. Applicants must be strong academic performers and possess design skills. Each year approximately 120 new students enter the School of Architecture as freshmen or transfer students. In 2014, the entering class of 131 was selected from 1026 applicants. Transfer students are only admitted to the undergraduate program in the fall semester. The School is able to accept transfer credits from other legitimate institutions of higher learning. This includes American and foreign universities and American community colleges.

Admissions Policies

Like all schools and colleges at Syracuse University, the evaluative process for undergraduate admission to the School of Architecture involves a holistic review of qualitative and quantitative elements. The review of applicants also requires a unique collaboration between the School of Architecture and the Office of Admissions.

The following characteristics of each candidate are evaluated:

Preparation and Purpose

Academic performance is a significant factor in our admissions decision, especially the senior year accomplishments. Course selection is an important piece of this factor. Participation in honors, advanced placement, and other rigorous curriculum such as the International Baccalaureate, and/or meaningful electives may demonstrate a student's overall commitment to the study of architecture. In addition, School of Architecture applicants are highly encouraged to enroll in both physics and calculus courses if offered at their high school. It should be noted that the average first year architecture student admitted last year had an overall high school GPA of A-.

Standardized Test Performance

SAT or ACT scores are also considered (whichever is higher). Admitted students to the School of Architecture have some of the highest standardized test scores on campus. For example, approximately 50% of the students admitted to the School of Architecture this past year had a combined critical reading and math score of 1310 or above. (The overall university average for admitted students last year was approximately 1220).

Personal Essay/Interview

Grades are only part of the admissions equation. Opportunities are provided throughout the evaluation process for students to personalize their application. For example, an applicant's personal essay may illustrate goals, interests, experiences, and values. It may also provide some insight into an applicant's motivation and commitment to the study of architecture. Although personal interviews are not mandatory for applicants to any school or college at Syracuse University, they do provide an ideal way for candidates to further personalize their application. Students who are not able to arrange for a personal interview are given the option of interviewing via skype.

The Opinion of Others

An evaluation from an applicant's high school guidance counselor and two academic teacher recommendations give us a sense of an applicant's unique gifts, capabilities, and accomplishments.

Extracurricular Activities

We review after-school activities, volunteer work, or employment to see how each illustrates an applicant's organizational and leadership skills, as well as their commitment to helping others. Special attention is also given to School of Architecture applicants who have been involved in activities directly related to their interest in architecture. For example, many applicants have attended summer programs either here at Syracuse University or at another institution. Still other students may have had internships or a shadowing experience with an architecture firm through their high school or home community.

Special Talent/Commitment to the Study of Architecture

Architecture is somewhat unique at Syracuse University in that it requires an applicant to submit a portfolio of their artistic work. This evaluation of an applicant's portfolio of artistic work is one of the most important requirements in the admissions process. Portfolios typically include a statement describing the applicant's interest in the field of architecture, or how much research a candidate may have done concerning a potential career in architecture. Portfolios are evaluated by a School of Architecture Portfolio Review Committee member and their evaluation is then shared with the undergraduate admissions office. Portfolios are graded on a preference scale of 1-5 by a committee member with a score of 1 being the highest, most desirable applicant and a score of 5 being inadmissible.

Applicant Qualifications

Syracuse University is looking for more than academically prepared students. University students innovate and take risks and they are people of integrity and good citizenship. Applicants are considered stronger candidates if they strengthen and support those around them, even as they are working to develop their own identities. This is especially true with applicants to the School of Architecture due to the studio culture that is central to the Syracuse programs.

Additional information concerning international student applicants to the School of Architecture

English Proficiency

In addition to the general criteria used for admissibility to the architecture program already outlined, international students have an additional requirement that is critical to their success in the program. If English is not their native language, an applicant must demonstrate strong proficiency in both written and oral communication. There are various tools that are used to determine the level of proficiency, the most recognized being the Test of English as a Foreign Language (TOEFL). We prefer to see a score of 100, though a score over 90 can be acceptable if other factors are evident, such as a well-written essay (something we expect to see from all applicants, regardless of their TOEFL score) and strong grades in a curriculum where English is the language of instruction. If English was not the language of instruction, we look to see if the student has spent time in the U.S., either at an intensive summer university program or an exchange year in the United States. Academic performance in such programs is factored into the decision-making process as this type of English-immersion adds to the student's ability to communicate.

The composite score of the TOEFL is only a starting point. Research conducted by Syracuse University has determined that the primary indicators of proficiency are the individual sub scores, rather than just the composite score, with writing and speaking being the best predictors. We look for a minimum writing sub score of 21 and a speaking sub score of 20, though the majority of international students admitted to the School of Architecture score well above those cut-offs. A minimum score of 20 has also been established for the listening and reading sections of the test as well. We also accept results of the IELTS International English Language Testing Service (IELTS) with a requirement of 7.0 for a composite score, and nothing less than a 6.5 on the individual bands (writing, speaking, listening and reading).

Students whose native language is not English applying to the School of Architecture are not eligible for conditional admission, something we offer to other applicants of the University who do not meet the

necessary test requirements. Architecture applicants must demonstrate strong English proficiency from the outset in order to be considered for the program.

Transfer Students

Internal:

The intra-university (IUT) standards for transferring into the School of Architecture include a 3.0 GPA, pre-calculus, and portfolio review. Interviews are scheduled as needed, at the discretion of the undergraduate chair.

External:

Transfer admission from another institution of higher education into the School of Architecture is selective and reviewed on an individual basis. Course selection, pre-requisite coursework, and relative rigorous coursework are especially important for a transfer applicant. Demonstrated mastery (a grade of a C or more) is expected in all coursework, however cumulative GPAs range from 3.6-4.0. Architectural technology or architectural engineering programs are not always an appropriate pathway into our design-oriented program. As with first year applicants, the School of Architecture is responsible for the portfolio review for transfer students. The admissions office reviews the application collaboratively with the School of Architecture to evaluate the coursework.

External transfer spots are limited. Most transfers enter our program during their sophomore year. However, pending previous foundation coursework taken, transfers may be required to start as freshmen. Again, this determination is made within the School of Architecture. It is also important to note that due to the sequence of the program, most applicants begin in the fall semester.

International transfer students applying to the School of Architecture and studying outside the United States are first evaluated to determine whether they have attended a degree-granting institution and whether that institution is recognized/accredited by the ministry of education in their home country. The Office of Admissions works closely with the Registrar's Office to make these determinations. Once the status of the institution is determined and the applicant is deemed admissible to the program, the School of Architecture evaluates the transcript and determines the number of credits that will be transferrable into the program.

Evaluation Process

The evaluation of undergraduate students is conducted both by the University Admissions Office and the School of Architecture. The University evaluates academic performance including grades, SAT test scores, letters of recommendation, and the applicant's personal statement. Led by the School of Architecture, the director of undergraduate recruitment and the School of Architecture Portfolio Review Committee composed of six to eight faculty members evaluate portfolios only. The combined University and School ranking determines admission decisions.

Portfolios are evaluated according to the following scoring system:

- 1 Top Prospect
Truly outstanding work. Advisable to make additional comments to distinguish if candidate should receive merit-based scholarships.
- 2 Strong Candidate
Desirable to recruit. Summer College or other indicators of possible success in program.
Typically admitted providing other aspects of admissions requirements are good. Advisable to make additional comments to distinguish if candidate should receive merit-based scholarships.
- 3 Strong Artistic Ability
Desirable to recruit. Candidate will likely succeed in program.

*Typically admitted providing other aspects of admissions requirements are good.
Advisable to make additional comments to distinguish if candidate should receive merit-based scholarships.*

- 4 Candidate will likely succeed in program.
Candidate's aptitudes are good or exhibit promise. Students admitted in this grouping typically exhibit a strong academic or other component of the admissions process.
- 5 Do Not Admit - Weak candidate

Advanced Standing

As a design-based program, the School requires 9 semesters of architecture studio. Thus, regardless of the number of credits an individual may accumulate in non-studio courses, a transfer student is required to begin the studio sequence in first year. The only exception is if the student has provided proof of studio coursework and has completed and submits a portfolio for review establishing that they have a good foundation in architectural design. Only after approval from the undergraduate chair are students permitted to advance beyond the first year, first semester studio.

Determination of equivalent credit in the areas of drawing, technology, structures, and history/theory is decided at individual credit evaluation meetings that are scheduled with appropriate area faculty in the week before classes begin or in the first week of classes of the fall semester. To receive transfer credit, students are required to schedule meetings with faculty responsible for each area of the curriculum by email and explain their status as newly matriculated transfer students seeking review of prior coursework to determine its equivalence to courses taught at Syracuse University. Students are required to furnish evidence of accomplishment in addition to grade transcripts, including course syllabi, class notes or examples of work. Courses in which students receive a grade of C or higher will qualify for transfer credit. Students are advised to attend the first week of class for those classes they are requesting waiver until transfer credit is received.

Transfer credit is posted on MySlice and officially accepted by Syracuse University. The Notification of Accepted Transfer and Other Credit (attached) is kept in the student file along with official transcripts. A maximum of 66 lower-division semester hours may be transferred from a combination of testing programs and two-year colleges. A maximum of 90 semester hours of credit may be granted from another four-year college.

The Syracuse University Academic Rules and Regulations for transfer credit is located at:
<http://coursecatalog.syr.edu/content.php?catoid=3&navoid=270#Credit>

Graduate Evaluation

In the graduate programs, faculty in the School of Architecture are fully responsible for the evaluation of both portfolios and all other submitted materials. In 2014, there were a total of 204 applicants: 67% were admitted resulting in a yield of 24% (32 students).

Candidates for admission can browse the website to learn about the program, the application, and the admission process.

Admissions Policies

Like all schools and colleges at Syracuse University, the evaluative process for graduate admission to the School of Architecture involves a holistic review of qualitative and quantitative elements. The review of applicants also requires a strong collaboration among members of the Graduate Admissions Committee which is comprised of the Chair of Graduate Architecture Programs and seven faculty members who teach or have taught in the Graduate Architecture Program.

The following characteristics of each candidate are evaluated:

Preparation and Purpose

Academic performance in a graduate program is an important factor of admission as are post graduate experiences, a demonstrated interest in architecture, recognition of creative work, and awards. Applicants should have some background in the arts or design, although the program seeks applicants with a wide range of experiences. Applicants should demonstrate an undergraduate GPA of 3.0 or higher. Calculus and physics are not required in order to apply to the M.Arch or the M.S. programs.

Portfolio

All portfolios are submitted digitally on the online "Slide Room."

A portfolio of creative and/or professional work in architecture, the visual arts, and/or design is required as part of the application for graduate study at Syracuse Architecture. The purpose of the portfolio is to give evidence of promise and potential in architecture, as well as to give evidence of interests, skills, and talent.

Standardized Tests

GREs are required of all applicants to the M.Arch program. In 2015, admitted students had the following scores: Analytic writing: 2 to 4, Verbal: 136 to 159, Quantitative: 144 to 168.

GREs are not required of applicants to the M.S. Architecture degree program

TOEFL exams are required of all non-native English speakers.

English Proficiency

All non-native English speakers must take the TOEFL exam. Those that score less than 100 may be conditionally admitted and required to attend the Syracuse University English Language Institute (ELI) on campus during the six-week, Summer Session II in July and August. Every applicant with a TOEFL score below 100 must have a fifteen-minute Skype interview conducted by an English language instructor. Applicants are assessed according to established parameters and scored by their evaluator. Upon satisfactory completion of the ELI Summer Session II course, applicants are fully admitted to the Graduate Program. An ELI score below 5 requires that students take ARC 600 *Language and Discourse in Architecture*, a class created specifically for graduate students in architecture that partially fulfills open elective credit requirements. Special dispensation is made for students that score a 5 on the ELI exam.

Personal Interviews

Interviews are not required for admission, but applicants may request an in-person or Skype interview. The chair of the graduate program conducts all in-person interviews.

Personal Statement

All applicants submit a statement of intent that describes in approximately 300 words, academic interests, why applicants wish to study for their chosen degree, what relevance Syracuse University contributes to their career trajectories, and post-graduation ambitions.

Letters of Recommendation

Three letters of recommendation are required of all applicants. They may be provided by former teachers, employers, or others, generally people that know the applicant well. Letters are reviewed by the admissions committee and assessed as part of a comprehensive evaluation that seeks indication of scholarly and creative promise. Individuals providing recommendations should be registered through the on-line application process to submit their letters of recommendation electronically. If this is not possible, a confidential letter of recommendation may be directed to the Graduate Admissions Processing Center in a sealed envelope with the person's signature written across the seal of the envelope.

Transcripts

An official transcript from every college/university that an applicant has attended is required. Transcript request forms that can be mailed to prior institutions are included in the online application.

Evaluation Process

The evaluation of all students for the M.Arch program is conducted by a team of faculty who separately evaluate portfolios. Working in pairs, members of the Graduate Admissions Committee review approximately 50 portfolios per team. For applicants with a B.S. or B.A. in architecture, portfolios are evaluated for their graphic skills, creativity and originality, evidence of intellectual and creative engagement, and a preliminary understanding of technology and structures. Creative work that is the result of team efforts in offices and studios where applicants were employed may be included, and the applicant's contribution to the team should be clearly described and the name of the office indicated. Students without an undergraduate architecture background where no architecture is expected, are evaluated for evidence of critical thinking and representational abilities, graphic skills, and other creative work.

The process is conducted in four phases:

1. Each member of the team of two evaluates the portfolio and assigns a letter grade.
2. Team pairs evaluate the full dossier including letters of recommendation, an applicant's personal statement and transcripts, standardized test scores, and agree on a rank for each full application.
(Ranked as Tier 1, Tier 2, Tier 3, Waiting List, Deny)
3. Applicants that are borderline between tiers are evaluated by the full committee and ranked.
4. The Graduate Program Chair reviews all decisions, makes the final determination on ranking, and designates financial aid packages based on rank.

Advanced Standing

Graduate students may receive equivalent credit for any previous course work that essentially duplicates a course within the graduate curriculum. No more than 30% (33 credit hours of a total 110) of the graduate curriculum may be awarded as equivalent. All waived credit is granted on a per course basis whereby the student must provide a syllabus and course description, demonstrate that they received a grade of B or higher by providing an official transcript, and meet with a member of the faculty within the specific area of the curriculum during orientation week, before classes begin. Members of the faculty with expertise in specific curricular areas (drawing, digital modeling, building systems, structures, history/theory) sanction the equivalent credit for each course prior to matriculation. Exams in structures and history are required for advanced placement those areas. A minimum grade of 'B' is required for equivalent credit in all courses.

Coursework completed on a pass/fail basis is not eligible for transfer, unless approved by both the academic unit chair and the dean of the Graduate School.

Advanced standing in the design studio sequence is determined by the Graduate Admissions Committee review teams and based on the level of work presented in the portfolio. One year "Advanced Placement" in design studio is granted based on studio experience and does not presume waived credit in any other curricular area.

Verification of Credit

All transcripts and degrees are reviewed by the Syracuse University Graduate Enrollment Management Center prior to admission processing to verify that they are official documents from accredited colleges and universities, and to confirm that all required materials are received to complete the application.

The School of Architecture Recorder's office reviews architecture classes and other courses to identify those that may be eligible for transfer credit and must be reviewed by faculty who teach in the subject area.

Letters of Admission

Letters of admission to each program are sent in the first week of March and designate financial awards for the first year only. They may also designate advanced standing in the architectural design studio sequence based on assessment of the Admissions Committee and the Graduate Program Chair.

II.4_Public Information

The following information is publicly available online at the URL's listed below:
(or in catalogs and promotional materials as requested)

II.4.1 Statement on NAAB-Accredited Degrees

UG and Graduate:
NAAB accreditation statement on the School / Accreditation page of the Syracuse Architecture website:

<http://soa.syr.edu/school/accreditation/>

UG:
NAAB accreditation statement listed on page 16 of the Handbook for Undergraduates ("White Book")

<http://soa.syr.edu/live/files/58-white-book-2014-2015>

Graduate:
NAAB accreditation statement listed on page 8 of the Graduate Programs Information and Guidelines posted in the School Policies section of the Syracuse Architecture website:

<http://soa.syr.edu/live/files/37-graduate-program-guidelines>

Link to NAAB accreditation statement on the Syracuse Architecture Graduate Programs page:

<http://soa.syr.edu/programs/graduate.php>

II.4.2 Access to NAAB Conditions and Procedures

<https://soa.syr.edu/school/accreditation/>

II.4.3 Access to Career Development Information

<https://soa.syr.edu/resources/career-services/career-services.php>

II.4.4 Public Access to APRs and VTRs

Team Report and Decision letter:
<https://soa.syr.edu/school/accreditation/>

II.4.5 ARE Pass Rates

<http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx>

Link included in sidebar of Syracuse Architecture Career Services page:

<https://soa.syr.edu/resources/career-services/career-services.php>

II.4.6. Admissions and Advising

Undergraduate Admissions

Application instructions-

Information about our two-fold application process, including deadlines, is included on the Admissions/Undergraduate page on the Syracuse Architecture website. Candidates are told they must apply to Syracuse University and also submit a portfolio and then linked to further content.

<http://soa.syr.edu/admissions/undergraduate.php>

Information and process for portfolio submission and review, including deadlines, is on the Admissions/Undergraduate/Portfolio Requirements page the Syracuse Architecture website:

<http://soa.syr.edu/admissions/undergraduate/application-process/portfolio/>

Application form - Applicants are subsequently forwarded from the Admissions/Undergraduate page to the Syracuse University admissions page where they can proceed to complete the Common Application: <http://soa.syr.edu/admissions/undergraduate.php>

Decisions regarding transcripts and advanced standing – This information is included on the Admissions/Undergraduate/Transfer Students page of the Syracuse Architecture website.

<http://soa.syr.edu/admissions/undergraduate/application-process/transfer-students/>

Graduate Admissions:

Application form - link to the on-line application posted on the Syracuse Architecture website Graduate Admissions pages for the M.Arch program and the M.S. Arch program:

<https://apply.embarc.com/grad/syracuse/37/default.asp?id=245>

Application instructions - Syracuse Architecture website Graduate Admissions for the M.Arch program page:

<http://soa.syr.edu/admissions/graduate.php>

Application instructions - Syracuse Architecture website Postgraduate Admissions for the M.S. Arch program page:

<http://soa.syr.edu/admissions/postgraduate/>

Syracuse Architecture website Graduate Admissions for the M.Arch program page:

<http://soa.syr.edu/admissions/graduate.php>

Syracuse Architecture website Postgraduate Admissions for the M.S. Arch program page:

<http://soa.syr.edu/admissions/postgraduate/>

Some information listed in the Advanced Standing paragraph in the Syracuse Architecture website Graduate Admissions for the M.Arch program page:

<http://soa.syr.edu/admissions/graduate.php>

Syracuse Architecture website Graduate Financial Aid page

<http://soa.syr.edu/admissions/graduate/financial-aid.php>

Advising

Undergraduate Advising: Information about advisement, including names and contact info of advisors is on the Resources/Advisement/Undergraduate Advisement page of the Syracuse Architecture website.

<http://soa.syr.edu/resources/advisement/undergraduate-advisement/>

Forms critical to the advisement/registration process are on the Resources/Advisement/Forms page of the Syracuse Architecture website.

<http://soa.syr.edu/resources/advisement/forms/>

Graduate Advising: Information about advisement, including names and contact info of advisors is on the Resources/Advisement/Graduate Advisement page of the Syracuse Architecture website.

<http://soa.syr.edu/resources/advisement/undergraduate-advisement/>

Forms critical to the advisement/registration process are on the Resources/Advisement/Forms page of the Syracuse Architecture website.

<http://soa.syr.edu/resources/advisement/forms/>

II.4.7 Student Financial Information

Undergraduate:

Requirements and forms for applying for financial aid and scholarships – This information is included on the Admissions/Undergraduate/Financial Aid page of the Syracuse Architecture website.

<http://soa.syr.edu/admissions/undergraduate/financial-aid.php>

Other sources of information through the University site:

<http://financialaid.syr.edu/>

<http://financialaid.syr.edu/incomingfirstyearstudents/>

<http://financialaid.syr.edu/costofattendance/undergraduate/>

Graduate:

Syracuse Architecture website Graduate Financial Aid page:

<http://soa.syr.edu/admissions/graduate/financial-aid.php>

Link posted on the Syracuse Architecture website Graduate Financial Aid page to the Graduate Cost of Attendance listed on the Syracuse University Office of Financial Aid website (does not include the cost of specialized materials that may be required for completing the NAAB-accredited degree program):

<http://financialaid.syr.edu/costofattendance/graduate/>

III.1.1 Annual Statistical Reports



SYRACUSE UNIVERSITY

OFFICE OF INSTITUTIONAL RESEARCH AND ASSESSMENT

TO: Julia Czerniak
FROM: Timothy Lally
DATE: July 17, 2015
RE: NAAB Certification Statement

As the IPEDS Keyholder for Syracuse University, I certify that all institutional data reported to the NAAB through the Annual Report Submission system have been accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Regards,

A handwritten signature in black ink, appearing to read "Timothy J. Lally".

Timothy J. Lally
Assistant Director and IPEDS Keyholder
Office of Institutional Research and Assessment

III.1.2 Interim Progress Reports

All narrative annual or interim reports submitted since the last visit and the NAAB's responses to annual reports submitted between 2008 and 2012 will be supplied directly to the visiting team at the same time as the VTR template and other materials.

Section 4. Supplemental Material

Section 4_ Supplemental Material

The following documents are provided at:

<https://www.dropbox.com//JlmfzCcpKlqyeCsv1HvXjq>

1. Course Descriptions

See: *Course Descriptions.pdf*

2. Studio Culture Policy

See: *Studio Culture Policy.pdf*

3. Self-Assessment Policies and Objectives

For the institution, see:

Syracuse University Compact, Nov1992.pdf

Syracuse University Charter, Last Amnd2002.pdf

Syracuse University Bylaws, LastAmnd,10May2014.pdf

SU, Senate By laws, LastAmnd, AcYr2011-12.pdf

For the school, see:

2014-15 Faculty Resources Guide.pdf

For the faculty by-laws, see:

AY0096-Curric--19951025--CurricBylaws, LastAmnd, 25Oct1995.pdf

AY0099-Search--19990421--SearchBylaws, LastAmnd, 21Apr1999.pdf

AY1314-RPT--20140619--RPT, Guidelines, LastAmnd, 19Jun2014.pdf

AY1415-Bylaws--20150507--FacultyBylaws, LastAmnd, 3Apr2015.pdf

4. Academic Integrity Policies

See:

Academic-Integrity-Policy-Master.pdf

Four-Categories-of-AI-Violations.pdf

See also:

<http://academicintegrity.syr.edu>

5. Information Resources Policies

See: *Information Resources Policy.pdf*

6. Institutional EEO/AA policies and procedures

See:

Syracuse University Policies_ Non-Discrimination and Equal Opportunity Policy.pdf

Syracuse University Policies_ Non-Discrimination, Equal Employment Opportunity, Affirmative Action.pdf

7. Institutional policy regarding human resource development (sabbatical, research leave, and scholarly achievements)

Each October the dean's office issues a call for leave requests for the following academic year. For information about specific types of leave requests and eligibility, tenure-track and tenured faculty are referred to the University's leave policies at:

<http://provost.syr.edu/faculty-support/leave-policies/>

In the last three years, the school has supported an increased number of research leaves. The Associates Dean's office is currently in the process of working with the dean and the school's executive team to establish a *Pre-Tenure Leave Policy*.

8. The policies, procedures, and criteria for faculty appointment, promotion, and tenure.

The criteria for reappointment, promotion, and tenure can be found in two readily available sources. The University Faculty Manual available at:

<http://provost.syr.edu/faculty-support/faculty-manual/>

and under the sub-heading *2.34 Areas of Expected Faculty Achievement: Teaching, Research, and Service* available at:

<http://provost.syr.edu/faculty-support/faculty-manual/2-34-areas-of-expected-faculty-achievement-teaching-research-and-service/>

For the other principal source, *School of Architecture Guidelines for Reappointment, Promotion and Tenure* (revised June 19, 2014), see:

AY1314-RPT--20140619--RPT, Guidelines, Last Amnd, 19Jun2014.pdf

9. Response to the Offsite Program Questionnaire

Not Applicable

Supplemental Materials added to Table of Contents:

10. Faculty Resumes

See *Faculty Resumes.pdf*

11. Faculty Research, Scholarship, and Creative Activities

See *Faculty Research and Creative Work 2010_2014.pdf*

12. Program Guidelines

See:

Graduate Programs Guidelines AY15-16.pdf

Undergraduate Program Guidelines AY15-16.pdf

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